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ABSTRACT

The document is a directory of projects supported by the U.S. Office of Special Education Programs as part of the Handicapped Children's Early Education Program (HCEEP). The introduction describes the HCEEP network and the results of a recent evaluation study. An overview section compares activities of the five types of HCEEP projects (demonstrative projects, outreach projects, state grant projects, research institutes, and technical assistance centers). The directory section contains written abstracts for each of 173 HCEEP projects. Information includes title, address, phone number, fiscal agency, director's name, staff titles, target population characteristics, types of programs for parents and children, measures of child progress, and features and products. (CL)

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Directory
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Produced for the
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Produced for the
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U.S. Department of Education

Handicapped Children's Early Education Program

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June 1985

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Preface

This document, produced by the Technical Assistance Development System (TADS) for the Office of Special Education Programs (OSEP) of the U.S. Department of Education, is a directory of projects supported by OSEP grants and contracts in the Handicapped Children's Early Education Program (HCEEP). This document also presents an overview of HCEEP's activities.

The *1984–85 HCEEP Directory* contains five sections:

- The Introduction describes the HCEEP network and the results of a recent evaluation study.
- The Overview section summarizes the activities of the five types of HCEEP projects: demonstration, outreach, and state grant projects; early childhood research institutes; technical assistance centers.
- The Directory section contains project-written abstracts for each of the 173 HCEEP projects.
- The Project List shows all 173 projects and the page number of each project's abstract. The page numbers also represent the projects in the Index section.
- The Index provides a guide to projects' pertinent characteristics (handicapping conditions of children, parent activities offered, curricula used, etc.).

The *1984–85 HCEEP Directory* presents the national effort of the HCEEP network in a manageable perspective for use by those directly or indirectly involved in that effort. Families may look to this book to find programs that can help their children. Service providers may use this book to collaborate with other professionals. Lawmakers, administrators, and other policy makers may refer to this book for a comprehensive up-to-date portrait of the diverse activities their decisions may affect. OSEP and TADS hope the *1984–85 HCEEP Directory* will stimulate interest in the needs of America's young handicapped children and their families and further the aim of HCEEP—to create more and better services for all young handicapped children.

Introduction

Early Childhood Section
Thomas E. Finch, Acting Chief

The Handicapped Children's Early Education Program (HCEEP) was established 15 years ago with a mandate to establish model demonstration programs for the delivery of special education and related services to young handicapped children from birth through the third grade. In the congressional hearings that led to the passage of legislation establishing HCEEP, three major needs were given for early intervention programs: the need for locally designed ways to serve infants, young children, and their families; the need for more specific information on effective programs and techniques; and the need for distribution of visible replicable models throughout the country.

Major assumptions in establishing HCEEP were (1) that only through early intervention with tested and successful program models would those concerned with assisting handicapped children be able to provide best services, and (2) that HCEEP should provide models of services rather than be a direct service delivery program. HCEEP was intended to provide an opportunity for any public or private nonprofit organization to develop and demonstrate high-quality services for a selected group of children and their families. It was also intended to provide an opportunity to prove the effectiveness of locally designed approaches and disseminate ideas across the nation to other agencies that might choose to use a model rather than develop their own program.

HCEEP began as a small program with 24 demonstration projects. It developed through the years into a major program with five separate, complementary components. HCEEP now funds 83 demonstration projects, 34 outreach projects, 27 state plan grant projects, 24 state implementation grants projects, three research institutes, and two technical assistance centers.

This year, a new Public Law (P.L. 98–199) has effected some changes within HCEEP. This "Amendment to the Handicapped Act" builds upon program development and model service delivery and mandates state-level comprehensive service delivery systems; the law provides appropriate adjustments within HCEEP, especially the state grant component. Interagency, interdisciplinary collaborations and cooperation are emphasized, and a new grant program lends special support to states planning, developing, or implementing comprehensive service delivery plans.

Demonstration Projects

This year, 83 demonstration projects are sponsored by private, nonprofit agencies and organizations, local schools, universities, and state education agencies. The projects provide models for the delivery of education and related services

to handicapped young children and their families. Demonstration project models address child identification and assessment, education/therapeutic programming for children, evaluation of child progress, active parent/family participation, in-service training, coordination with public schools and other agencies, evaluation of project activities, and demonstration and dissemination of project information.

Though wide national geographic distribution of these demonstration projects has been emphasized throughout HCEEP's existence, the program has maintained its cohesiveness through HCEEP's growing emphasis on interagency and inter-project collaboration and coordination. Consortia have been established by projects from rural areas, by projects concerned with providing services to infants, by projects concerned with minority interests, and more recently, projects concerned with the state's role in providing comprehensive services. The networking by consortia and the technical assistance provided by the HCEEP technical assistance centers create a cohesive national program and help to establish and develop professional knowledge and expertise.

The demonstration projects began to establish their effectiveness. An early study indicated that approximately 80 percent of the demonstration projects (and programs that replicated the demonstration models) continued to operate in their respective communities after their federal funding was completed. The study also showed that many children learned one and one-half to twice the educational skills they would have been expected to learn without project experiences. These findings indicate that many young children with handicaps are capable of making greater gains in their crucially important early years than previous prognoses had indicated.

Technical Assistance

Technical assistance (TA) was the second component developed within HCEEP. In 1971, the Technical Assistance Development System (TADS) was funded to help demonstration projects meet their objectives. TADS initiated procedures for the systematic delivery of TA and actively disseminated pertinent information to the HCEEP projects. TADS continues to provide TA to HCEEP projects. This year, a new TA effort, the State Technical Assistance Resource Team (START), has been established to provide TA to HCEEP's state plan grant projects.

TADS and START are located at the Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill. These organizations address the needs and concerns of the HCEEP projects by providing comprehensive program reviews, on-site consultations, small-group workshops, topical meetings, field visits, interagency and inter-project liaison, and publications on a variety of early childhood special education issues. The TA agencies have been, and will continue to be, a major contribution to the overall development of the total HCEEP effort.

Outreach Projects

The outreach component began in 1972 with two goals: (1) to stimulate and increase high-quality services to preschool handicapped children birth to age 8 years and their families, and (2) to stimulate replication of innovative models developed and refined during the HCEEP demonstration phase.

Outreach projects engage in the following six types of activities: awareness, product development and distribution, stimulating high-quality sites for service delivery, stimulating state involvement, training, and other specific consultative assistance. Outreach projects may engage in one or more of these activities. All outreach projects, however, must also provide direct services to children and families. And, this component of their project must be supported by funds secured outside of HCEEP.

A variety of unique programs are presently operating. One project has developed early childhood special education curricula for university teacher training programs across the country; another project helps schools integrate young handicapped and nonhandicapped children; another project provides pediatric residents with

experience in the care and treatment of handicapped children; another outreach project provides other countries with instructional and curricular materials in their respective languages. Originally, only HCEEP demonstration projects were eligible to apply for outreach funds. The new legislation (P.L. 98–199), however, allows other programs with similarly documented capabilities to apply for outreach funding.

Outreach efforts have been major contributors to the networking of effective programs for young children. Outreach program directors have demonstrated steady effort to build continuity, interagency and interstate collaborations, and dedication to providing better training and services.

State Projects

The fourth component, state grants, began in 1976. State implementation grants (SIG) were designed to help state education agencies build their capacity to plan for the development and expansion of early intervention services for handicapped children. SIGs help states by making available trained personnel for needs and resource assessment and detailed planning with state-level coordination of services among agencies. SIGs are funded at various levels because of the wide diversity of state legislative mandates, appropriation levels, percentages of young children served, experience with preschool and early intervention, interagency coordination, and resources. Since the goal of the SIG program is to accelerate progress toward the provision of effective full services and to provide an incentive for that acceleration, states farthest along the continuum of comprehensive planning and services have received larger SIG grants.

In 1984–85, P.L. 98–199 brought about a new HCEEP state grant, the state plan grant, which is awarded to state education agencies or other appropriate state agencies to plan, develop, and implement a comprehensive delivery system for the provision of special education and related services to handicapped children birth to age 5 years. The state plan grant program will replace the SIG program with the following types of grants:

- At the **planning** stage, projects may be funded for a maximum of two years to assess the needs and put together procedures and designs for the development of a state plan.
- At the **development** stage, projects may be funded for a maximum of three years to develop a comprehensive state plan and obtain approval from the state's board of education, commissioner of education, or other designated officials of the appropriate state agency.
- At the **implementation** stage, projects may be funded for a maximum of three years. An implementation phase grant is available to a state that has completed the developmental phase and obtained approval of its plan from an appropriate state agency.

P.L. 98–199 specifies that at least 30 percent of the appropriation for HCEEP is to be used for the state plan grant component. At least ten percent of this amount is to be used for training and technical assistance. The passage of this legislation recognizes the key role of states in providing education for its youngest citizens, and it makes available the opportunity for states to sustain, for a maximum of eight years, an effort to build a program of comprehensive services that reaches all handicapped children birth to age 5 years.

This year, 27 states are beginning their first year of state plan grant funding; 24 of these projects are in the planning stage, two are in the development stage, and one is in the implementation stage. Twenty-four states are finishing their second (and final) year of SIG funding.

Research Institutes

The fifth and last component, the early childhood research institutes, began as a joint effort between HCEEP and the U.S. Office of Special Education Programs, Research Projects Section. Presently, three institutes are funded by HCEEP to discover and disseminate knowledge that can be used to improve services and programs for young exceptional children and their families.

Impact Data

The most extensive information on the impact of the HCEEP projects over the ten-year period from 1969 (when the first 24 projects were funded) through 1979–80, became available in 1982 with the completion of the *Analysis of the Impact of HCEEP*, conducted by Roy Littlejohn Associates, Inc., under contract with the U.S. Department of Education. Surveys and site visits were used to obtain data on the impact of the 280 projects that had completed the three-year period of demonstration prior to 1981; some of these projects also carried out outreach activities in response to requests from other agencies.

The objectives of this impact study were to:

- determine the extent of: a) continuation of projects with non-HCEEP funds after the end of the three-year period of federal support for demonstration; b) replication of models developed by the program; and c) placement of children graduating from the projects
- analyze factors affecting each project's impact
- collect descriptive and analytical information on some of the exemplary projects having the greatest impact.

Almost all the projects that met the criteria for inclusion in the study were reached through surveys or telephone contact. Twenty site visits were made to randomly selected projects to determine if the services reported in continuation and replication sites were fundamentally like the models described in the abstracts of the original demonstration projects. (It was determined that they were).

Roy Littlejohn Associates, Inc., attempted to determine HCEEP's impact as a catalyst for the development and dissemination of increased and improved services for young children and their families. The study found that the accomplishments of the HCEEP projects as shown by the survey results are greater and more varied than for any other documented education program they have been able to identify, and that the program paid for itself many times over. Specifically, the study found that from 1969 to 1980:

- Eighty percent of the 280 projects continued—independent of HCEEP funding—to serve children.
- More than 30,200 children were served in continuation projects at no cost to HCEEP.
- HCEEP projects stimulated 2,157 replications—1,991 by outreach projects and 166 by projects in the demonstration phase.
- For every programming dollar spent by HCEEP, $18.37 was generated for programming for children and their families.
- Replication programs served 107,850 children.
- For each child served directly by demonstration projects, 6.4 children received services through continuation of demonstration projects and through replication of projects.
- For each demonstration project, an average of 33 children per year were served with other funds.
- Projects were active in urban and rural areas in every state and in several U.S. territories, as specified by the legislation.
- Sixty-seven percent of the children who left HCEEP demonstration projects were placed in integrated settings with nonhandicapped children (less expensive than more specialized placements).
- Twenty-one HCEEP projects were approved for dissemination by the Joint Dissemination Review Panel of the U.S. Department of Education on the basis of evidence of effective programming and cost of replication. (Another HCEEP project received JDRP approval after the Littlejohn study was completed.)
- HCEEP projects developed and disseminated more than 3,000 print and audiovisual products; many products were purchased by commercial publishers.
- Extensive training was requested by, and provided to, personnel of other agencies.
- Many foreign countries adopted models developed by the HCEEP programs.

State and national impact of HCEEP programs has been both varied and extensive. The Kentucky State Department of Special Education selected the Chapel Hill (North Carolina) outreach project to train personnel at all 180 Kentucky school districts. Kentucky elected to use its entire state preschool incentive grant funding for this purpose, and the state department of education's early childhood coordinator stated that without the experienced assistance and prepared

materials of the Chapel Hill project, Kentucky would not have made the progress it made phasing-in kindergarten programs that integrate handicapped children.

The SKI•HI Project (Logan, Utah) illustrates the impact of HCEEP on other systems. This project, working with the Utah State Health Department, developed a statewide screening for newborns. The collaboration resulted in a revised birth certificate format that includes high-risk indicators for hearing loss. Follow-up help through home visits is offered to every infant in the state who is found to be at risk for hearing impairment.

National impact is illustrated by the collaborative relationship of HCEEP and Headstart. Thirteen of the 15 Resource Access Projects (RAPS) charged with locating appropriate special services for handicapped children within Headstart are current or former HCEEP projects. In 1982–83 the RAPs had a key role in enabling Headstart to fill almost 55,000 of its enrollment slots with children with diagnosed handicaps. HCEEP and Headstart continue to cooperate in planning services and in developing and distributing materials.

Another HCEEP goal has been to develop new ways to diffuse proven practices at other locations desiring to use the results of prior work. The results of the Littlejohn study show that impact has successfully crossed state and regional lines; agencies wishing to receive information or help to introduce proven practices select and use models developed elsewhere in the country.

Efficacy Data

The data for the Littlejohn study complemented an earlier study carried out under a contract with the Battelle Institute of Columbus, Ohio. That study sought to assess children's progress, the status of graduates of the projects, parent participation, and replication of models by other agencies. In 1975, 129 randomly selected children in 19 projects were tested, and progress in the personal-social, motor, cognitive, and communication domains were assessed. Battelle's final report shows that within all handicapping conditions, children made one and one-half to two times the gains than would have been expected without the benefit of the project experiences. In some cases, as with educable mentally retarded children in the personal-social domain, the gains were even larger.

Battelle also evaluated parental satisfaction. Ninety-seven percent of parents perceived in their children positive changes or improvements the parents attributed to the project.

The major goal of early childhood projects is to prepare children to enter regular classrooms whenever possible. So, the Battelle study looked at the placement of graduates and found that 74 percent of the children in the sample were placed in public school settings (64 percent were in regular placement, with half receiving ancillary services).

The Joint Dissemination Review Plan (JDRP) of the U.S. Department of Education provides further evidence of HCEEP's effectiveness. Projects may apply for approval for dissemination by submitting evidence of the effective programming for children and information on the cost of replication. JDRP has thus far approved for dissemination 22 projects developed with HCEEP funds, including one that was approved after Littlejohn's study was completed.

Future Directions

Since its inception, HCEEP has provided growth, development, and direction to parents, professionals, and caretakers involved with helping young handicapped children realize their potential. The new legislation, P.L. 98–199, gives to the states the responsibility for pulling together the rich array of knowledge and skills that have been developed, and then organizing that knowledge and those skills into a comprehensive program. The competence and dedication of the grantees have always been HCEEP's strength. Their efforts throughout HCEEP's history provide strong indication that the mission of the new legislation – development and implementation of comprehensive service delivery plans at the state level – will be achieved.

Overview

This section presents and compares the activities of the five types of HCEEP projects (demonstration projects, outreach projects, state grant projects, research institutes, technical assistance centers). Information used to prepare the Overview was collected from questionnaires mailed to projects in 1984–85.

Overview

Projects funded by the Handicapped Children's Early Education Program

The Handicapped Children's Early Education Program (HCEEP) leads a federal effort that fosters diverse and innovative approaches to the education of young handicapped children. HCEEP supports 173 grants and contracts throughout the United States and U.S. territories. Some projects demonstrate direct services to children and families. Other projects provide outreach activities, plan statewide programs, conduct research, or provide technical assistance. To show the range of activities of these projects, the Office of Special Education Programs (OSEP), U.S. Department of Education, contracted the Technical Assistance Development System (TADS) to conduct a survey of all projects funded during 1984–85. The results of that survey follow.

Demonstration Projects

HCEEP demonstration projects provide parents, communities, and professionals with innovative models for the early education of handicapped children. Projects are located in rural areas, inner cities, small towns, and suburban communities; the children have diverse social, ethnic, and economic backgrounds. In 1984–85, HCEEP funds 83 projects to demonstrate model programs.

A variety of intervention approaches help children with a broad range of handicaps. Some projects concentrate on a particular handicapping condition; other projects concentrate on factors such as age or cultural group, regardless of the handicap. Table 1 shows a breakdown by age and primary handicap of children served by demonstration projects. Over half of the children are under age 3 years; 96 percent of the children are under age 6 years. Children at risk for handicaps account for over one-quarter of the children served by HCEEP demonstration projects. Projects report that one-third of the children have more than one handicap. (Table 1 also reports these multihandicapped children according to a primary handicap.)

Many of the projects stress services to a particular ethnic group (see Table 2). In keeping with their responsibility to demonstrate their models, most of these projects can share expertise, products, or practices with other projects.

Ultimately, HCEEP projects seek to improve opportunities for handicapped children. Part of the HCEEP philosophy is that families provide important first experiences for their infants and young children. Over half of the projects list parent(s) and child as primary targets for direct services; 28 percent list only the child as the primary target (see Table 3). Some projects directly target neither the parents nor the child and

Table 1

Demonstration: Handicapping Conditions and Ages of Children Served

Type of Handicap	Number of Handicapped Children Served by Age				Number of Children Served	Percent of all Children Served
	0-11 months (25.7%)	12-35 months (32.8%)	36-71 months (37.6%)	over 71 months (3.9%)		
At Risk	199	108	160	-	467	27
Other health-impaired	93	47	34	7	181	10
Orthopedically impaired	46	68	45	7	166	10
Trainable mentally retarded	26	67	58	10	161	9
Educable mentally retarded	19	65	63	14	161	9
Visually handicapped	11	20	14	2	47	3
Deaf/hearing-impaired	8	13	26	-	47	3
Seriously emotionally disturbed	5	20	33	6	64	4
Deaf-blind	4	2	1	-	7	<1
Speech-impaired	1	118	128	4	251	14
Specific learning disabilities	1	13	33	9	56	3
Other	32	27	56	9	124	7
TOTAL	445	568	651	68	1732	100
Multihandicapped children	174	201	155	37	567	33

Projects responding to survey question: N = 81

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Table 2

Demonstration: Major Focus or Stress on Service to Ethnic/Cultural Minorities

Ethnic/Cultural Group	Number of Projects	Percent of all Demonstration Projects
Black	12	16
Hispanic	11	14
American Indian	4	5
Asian	3	4
Other	4	5

Projects responding to survey question: N = 77

Table 3

Demonstration: Primary Targets of Direct Services

Targets	Number of Projects	Percent of all Demonstration Projects
Parent(s) and child	45	57
The child	22	28
Other professionals	2	2
Mother/primary caretaker	2	2
Both parents	1	1
Other	7	9

Projects responding to survey question: N = 79

Table 4

Demonstration: Parent/Family Activities

Type of Activity	Number of Projects	Percent of all Demonstration Projects
Participation on advisory board	71	88
Identification of parental needs and learning goals	70	86
Parent/staff conferences	69	85
Training to improve the way parents interact with their children	65	80
Training workshops	56	69
Transition to next placement service	54	67
Classroom observation or teaching	50	62
Formal communications (e.g., newsletters, telephone hot-lines, etc.)	48	59
Counseling groups	46	57
Maintenance of child progress records	43	53
Development of instructional materials	42	52
Social groups	41	51
Advocacy	40	49
Parents training other parents	26	32
Other noneducational or therapeutic services (e.g., job placement, public assistance, medical services, etc.)	23	28
Therapy supervision	19	23
Fundraising	14	17
Provision of respite care	10	12
Formal support groups for siblings	9	11
Other	17	21

Projects responding to survey question: N = 81

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instead focus their models on teachers, doctors, nurses, and other health and education professionals.

While primary targets for services vary, all the projects offer some sort of parent or family participation. Table 4 indicates that participation on advisory boards, identification of parent's needs and learning goals, parent/staff conferences, and training to improve the way parents interact with their children are activities offered by almost all the projects. Two-thirds of the projects involve parents in training workshops and in the transition of their child to the next educational placement; over half of the projects involve parents in classroom observation or teaching, in formal communication (newsletters, hot lines, etc.), in counseling groups, in maintenance of child progress records, in development of instructional materials, and in social groups. Most projects provide several parent or family activities.

Demonstration projects are primarily educational in focus. However, their fiscal agencies and the environment in which they deliver services vary. Table 5 indicates the types of fiscal agencies that sponsor demonstration projects. The two most common sponsors are nonmedical institu-

Table 5

Demonstration: Fiscal Agencies

Type of Agency	Number of Projects	Percent of all Demonstration Projects
Institution of higher education (nonmedical)	26	33
Private, nonprofit organization	21	27
Institution of higher education (medical)	8	10
Local education agency (LEA)	7	9
Health institution (e.g., hospital or other nonuniversity medical facility)	6	8
Public agency (other than educational)	3	4
Regional or intermediate education agency	3	4
State education agency (SEA)	2	2
Other	3	4

Projects responding to survey question: N = 79

tions of higher education and private nonprofit organizations. Some projects are sponsored by medical institutions of higher education and local education agencies. Several projects are sponsored by Indian tribes.

Table 6 lists the primary service delivery settings of the demonstration projects. Over half the projects serve children in their natural environment—the home. The great majority of these programs combine home intervention with outside services; only ten percent of the projects serve children exclusively in the home. Home and center (not public school) is the most common setting for intervention by HCEEP demonstration projects.

Certain settings make it possible for handicapped children to learn and play with nonhandicapped children. Integration experiences may involve special classes in regular schools, or they may involve handicapped and nonhandicapped children learning side by side. Table 7 shows that almost half the projects provide some sort of integration experience for the children, and over 60 percent of those projects fully integrate handicapped and nonhandicapped children in either regular or special settings. One-third of the demonstration projects find that the question of integration is inappropriate to their situation. Since over half of all projects provide services in the home, some may have had difficulty describing their overall programs in terms of the integration statement choices provided in the survey.

Table 6

Demonstration: Service Delivery Settings

Primary Service Setting	Number of Projects	Percent of all Demonstration Projects
Home and center (not public school)	20	26
Center (not public school)	15	19
Home and public school	9	12
Home	8	10
Hospital or health center	6	8
Public school	5	6
Home and health center	2	3
Other	12	16

Projects responding to survey question: N = 77

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Aside from the projects listing "not appropriate," only seven percent provide no integration opportunity for handicapped and nonhandicapped children.

The particular developmental focus of intervention often depends on the model being demonstrated, as well as on the individual needs of the child. The Office of Special Education Programs requires projects to develop for each child an individualized education plan (IEP) that specifies goals, teaching methods, and materials. As the child's needs change, so does the IEP.

Some projects focus on a particular area of child development (language-communication, for instance). Most projects, though, focus on many or all areas of development. This information can be found in the Index and in each project's abstract in the Directory section.

The primary philosophical approaches of demonstration projects' model curricula span a continuum from child-directed to teacher-directed learning. Projects describe their philosophical approaches in their abstracts in the Directory section.

Projects use a variety of curricular packages or approaches. The Index lists curricula (used by each project with over half their children) by name and indicates which projects use each

Table 7

Demonstration: Integration Experiences

Types of Experiences	Number of Projects	Percent of all Demonstration Projects
Handicapped and nonhandicapped children are fully integrated in a regular early education setting	16	22
Handicapped children are integrated into a regular setting for some activities	10	14
Handicapped children are served in a special setting with nonhandicapped children fully integrated into that special setting	6	8
Handicapped and nonhandicapped children are not integrated	5	7
Handicapped children are served in a special setting with nonhandicapped children integrated into that special setting for some activities	4	5
Not appropriate to the project	24	33
Other	8	11

Projects responding to survey question: N = 73

package. Many of the curricular packages or approaches were developed by the projects themselves and are available to be shared with other projects.

A variety of commercial and project-developed methods or devices help projects assess child progress for the purposes of planning instruction for the children and evaluating the programs. The Index lists these methods and devices by name and purpose and indicates which projects use each method (individual project abstracts in the Directory section describe administration schedules). Many projects have developed their own assessment devices, and most of these can be shared with other projects.

Refer to the Index section and to the project abstracts in the Directory section for more information about the 1984–85 demonstration projects.

Outreach Projects

The concept of model demonstration programs is carried a step further by HCEEP outreach projects. After three years of HCEEP demonstration funding, selected projects have the opportunity to enter an outreach phase, where they no longer place first priority on demonstrating a service model. The primary mission of outreach

Table 8

Outreach: Staff Time Spent in Outreach Activities

Activities	Number of Projects by Proportion of Staff Time				Number of Projects Engaging in Activity	Percent of all Outreach Projects Engaging in Activity
	1/4 or less	1/4 to 1/2	1/2 to 3/4	3/4 or more		
Stimulating sites	24	6	3	-	33	100
Product development and dissemination	28	4	-	-	32	97
Training	8	17	5	-	30	91
Stimulating state involvement	25	2	-	-	27	82
Promoting awareness	22	1	2	-	25	76
Other consultation activities	26	2	-	-	28	85
Other	8	-	-	-	8	24

Projects responding to survey question: N = 33

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Table 9

Outreach: Materials Developed and Available to Share

Types of Material	Number of Projects	Percent of all Outreach Projects
In-service training or staff development materials	25	76
General awareness materials	20	61
Program management/evaluation materials	17	52
Curricula for children	16	48
Bibliographies/reference materials	16	48
Observational checklists	16	48
Teacher competencies or needs assessments	15	45
Parent education materials	14	42
Curricula for parents	10	30
Assessment instruments for planning instruction (0-3)	9	27
Assessment instruments for planning instruction (3-8)	6	18
Child progress assessment instruments (0-3)	6	18
Child progress assessment instruments (3-8)	4	12
Child screening instruments (3-8)	2	6
Other	8	24

Projects responding to survey question: N = 33

projects is to encourage replication of their models while keeping in operation some portion of their direct service model. This year, 34 HCEEP outreach projects are "reaching out" to communities across the nation.

Outreach activities are varied. Table 8 shows the amount of time project staff members devote to particular replication activities. All the outreach projects attempt to stimulate other projects to adopt the outreach projects' demonstration models. Almost all the outreach projects train personnel. Most outreach projects spend some time on each activity listed in Table 8.

Almost all the projects develop and disseminate products (publications, curricula, assessment devices, audiovisual presentations, etc.). Products are designed for parents, teachers, administrators, health professionals, and the general public. Table 9 reveals the productivity and innovation of dissemination efforts and the variety of materials available within the HCEEP network. Refer to the Index and Directory sections for specific products available from individual outreach projects.

The transition from demonstration to outreach services involves a change in funding. The breakdown of fiscal agencies that administer outreach and demonstration projects are similar (Tables 5 and 10), but the funding strategies differ. Outreach projects receive HCEEP funds for replication efforts only, but the Office of Special Education Programs still requires these projects to

Table 10

Outreach: Fiscal Agencies

Type of Agency	Number of Projects	Percent of all Outreach Projects
Institution of higher education (nonmedical)	15	45
Private, nonprofit organization	9	27
Institution of higher education (medical)	4	12
State education agency (SEA)	2	6
Local education agency (LEA)	1	3
Regional or intermediate education agency	1	3
Other	1	3

Projects responding to survey question: N = 33

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Table 11

Outreach: Sources of Continuation Funding for Direct Services

Type of Source	Number of Projects by Proportion of Funding				Number of Projects Funded by Source	Percent of all Outreach Projects
	1/4 or less	1/4 to 1/2	1/2 to 3/4	3/4 or more		
Public agency (other than educational)	1	2	4	3	10	30
Private, nonprofit organization	2	3	1	1	7	21
Local education agency (LEA)	1	1	3	2	7	21
Private contributions	6	1	-	-	7	21
State education agency (SEA)	1	1	3	1	6	18
Institution of higher education	2	-	-	2	4	12
Federal education agency	-	-	1	1	2	6
Private foundation	-	1	1	-	2	6
Regional or intermediate education agency	2	-	-	-	2	6
Other	3	2	1	1	7	21

Projects responding to survey question: N = 33

maintain some portion of the direct services to children the projects provided in their demonstration phase. Outreach projects must therefore look to other sources to fund their direct services to children and families. Table 11 shows sources of continuation funding for direct service. Noneducational public agencies are the most popular funding sources. Note that private contributions and foundations provide only 25 percent or less of total funding for only 6 projects and 25 to 75 percent of total funding for only three projects. None of the HCEEP outreach projects receive 75 to 100 percent of their direct services funding from the private sector. Fewer than one-third of the projects receive 75 percent or more of their funds from a single source.

Characteristics of the education models of the outreach projects are similar to those of demonstration projects. For instance, HCEEP concern for parents and families is evident in the thrust of outreach project direct services; Table 12 indicates that 44 percent of the projects list family members as primary targets for direct services.

Table 13 lists the settings of the outreach projects. Almost one-third of the projects provide at least some service in the home.

Like demonstration projects, outreach projects may focus on a particular area of child development. However, most projects focus on all areas of development. This information can be found in the Index and in each project's abstract in the Directory section.

The primary philosophical approaches of outreach projects' model curricula span a continuum from child-directed to teacher-directed learning. Projects describe their philosophical approaches in their abstracts in the Directory section.

Outreach projects themselves developed many curricular packages they use for direct services to children. In keeping with their responsibility to encourage replication of their models, most of these packages are available to share with other programs for children. The Index lists names of curricula developed or used by the projects.

Refer to the Index section and to the outreach project abstracts in the Directory section for more information about the 1984–85 outreach projects.

Table 12

Outreach: Primary Targets of Direct Services

Targets	Number of Projects	Percent of all Outreach Projects
Parent(s) and child	10	40
The child	10	40
Mother/primary caretaker	1	4
Other professionals	1	4
Other	3	12

Projects responding to survey question: N = 25

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Table 13

Outreach: Service Delivery Settings

Primary Service Setting	Number of Projects	Percent of all Outreach Projects
Center (not public school)	11	44
Home and center (not public school)	5	20
Public school	3	12
Hospital or health center	3	12
Home and public school	2	8
Home and health center	1	4

Projects responding to survey question: N = 25

State Grants

In 1976, the federal government established the state implementation grant (SIG) program to help states plan and coordinate new or expanding statewide early intervention services for handicapped children. SIG grants are awarded for up to two-year periods and may be renewed.

Through recently approved legislation outlined in P.L. 98-199, 27 states this year were awarded early childhood state plan grants. These grants reflect an increased emphasis and support to statewide interagency planning for early education. Plan grants are awarded to a state's education agency or to a responsible state agency in collaboration with that state's education agency. The grant monies allow states to plan, develop, and implement comprehensive systems for delivering special education and related services to handicapped children birth to age 5 years.

State plan grant activities are carried out at the following three levels:

- Planning—Each state assesses the educational and related services needed by handicapped children and begins to develop a comprehensive early childhood state plan.
- Development—States at this level finalize their state plans; approval for these plans is obtained from the state education board, the state commissioner of education, or other designated state official.
- Implementation—States carry through with their approved early childhood plans and evaluate the effectivenesses of the plan.

Plan grant projects also work with other public and private agencies on a variety of efforts related

to early childhood special education. By 1986, each state plan grant project will have compiled a description of the status of special education in their respective state.

SIG planning activities fall into five broad categories:

- SIG *program development* activities lead to new directions in services to children and families. SIGs create pilot sites, strengthen existing service programs, and stimulate local education agencies to provide intervention.
- The area of *administration/management/evaluation* incorporates a variety of SIG activities, from designing approaches for better state management of the grant itself to consulting with local programs about improving methods of evaluating child progress. SIGs develop early childhood data systems, program guidelines and standards, and evaluation and monitoring strategies.

Table 14

State Grants: Activities and Products

Features	Number of State Projects	Percent of all State Projects
Technical Assistance/In-Service Training	47	94
Interagency Agreements	44	90
Parent participation in Planning/Advisory Committee	40	87
Planning/Advisory Committee to Oversee Implementation of Plan	37	74
Annual Early Childhood Special Education Conference	35	71
Statewide Needs Assessment of Services	31	63
Early Childhood Special Education Rules, Regulations, or Standards	31	62
Resource Materials	29	62
Statewide Tracking System	28	58
Efficacy Data	27	53
Early Childhood Special Education Guidelines	24	51
Early Childhood Special Education Teacher Certification	23	48
Consortium of Early Childhood Special Education Professionals	22	46
Inservice Training Needs Assessment	21	44
Comprehensive Plan for Services	16	31
Manpower Needs Assessment	14	30

States responding to survey question: N = 51

- SIGs invest substantial resources planning for *personnel development*. Several states design training opportunities for parents as advocates and teachers. Professionals receive training through workshops, institutes, seminars, and graduate-level practicums.
- *Communication and dissemination* activities influence or inform specified audiences. SIGs communicate through a variety of print materials, audiovisual products, statewide conferences, and radio and TV promotions. Products developed by and available from the SIGs are listed in the individual abstracts in the Directory section of this book.
- SIGs plan and implement cooperative efforts among state and local agencies that serve young handicapped children. *Interagency coordination* can save money and eliminate fragmented services at the local level.

State grant projects involve themselves in many areas and work to develop common products and results. Table 14 shows some popular activities and products. Note that over half the projects participate in most of the areas queried.

States receive from the federal government Preschool Incentive Grant monies to fund a variety of activities related to early childhood special education. Table 15 shows the way state grantees of HCEEP use these funds. Over half the states pass on at least some portion of the funds to their local education agencies. Almost half the states use some portion of the funds to support competitive grant projects. Most states spend Preschool Incentive Grant monies on more than one activity.

Table 16 lists states that have been awarded SIGs and state plan grants. Refer to the Index section and to the SIG and state plan grant abstracts in the Directory section for more information about the 1984–85 state grant projects.

Table 15

State Grants: Use of Preschool Incentive Grant Funds

	Number of Projects	Percent of all State Grant Projects
Flow-through monies to local education agencies	26	51
Support of competitive grant projects (e.g., research service, training, demonstration)	25	49
Support of the state education agency's central office staff	17	33
Support of the state education agency's regional office staff	4	8
Other	16	31

States responding to survey question: N = 51

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Table 16

State Grants: SIGs and State Plan Grants

Alabama (plan grant)	Kansas (plan grant)	Northern Mariana Islands (plan grant)
Alaska (plan grant)	Kentucky (plan grant)	Ohio (plan grant)
American Samoa (plan grant)	Louisiana (SIG)	Oklahoma (plan grant)
Arizona (SIG)	Maine (SIG)	Oregon (plan grant)
Arkansas (plan grant)	Maryland (SIG)	Pennsylvania (plan grant)
California (SIG)	Massachusetts (plan grant)	Rhode Island (plan grant)
Colorado (SIG)	Minnesota (plan grant)	South Carolina (plan grant)
Connecticut (SIG)	Mississippi (plan grant)	South Dakota (SIG)
Delaware (SIG)	Missouri (plan grant)	Tennessee (SIG)
District of Columbia (plan grant)	Montana (SIG)	Texas (plan grant)
Florida (SIG)	Nebraska (plan grant)	Utah (plan grant)
Georgia (SIG)	Nevada (plan grant)	Vermont (plan grant)
Hawaii (SIG)	New Hampshire (SIG)	Virginia (plan grant)
Idaho (plan grant)	New Jersey (SIG)	Washington (SIG)
Illinois (plan grant)	New York (SIG)	West Virginia (SIG)
Indiana (plan grant)	North Carolina (SIG)	Wisconsin (SIG)
Iowa (SIG)	North Dakota (SIG)	Wyoming (SIG)

Early Childhood Research Institutes

Three early childhood research institutes (ECRI) have the mission to discover and disseminate knowledge that can be used to improve services and programs for exceptional young children and their families.

- Carolina Institute for Research on Early Education of the Handicapped (CIREEH)
  University of North Carolina at Chapel Hill
  CIREEH researchers focus on the families of young moderately and severely handicapped children birth to age 5 years; develop and disseminate intervention materials for parents and professionals; train graduate students to conduct research in this area; conduct a self-evaluation; and coordinate CIREEH's activities with those of the other ECRIs.
- Early Childhood Research Institute
  University of Pittsburgh
  The major purpose of this ECRI is to develop procedures for assessing and teaching social and related skills to autistic-like

preschool children so these youngsters will be able to participate successfully in instructional settings with nonhandicapped or less handicapped children.

- Early Intervention Research Institute
  Utah State University, Logan

  Major objectives of this ECRI are to examine previously conducted research on early intervention to determine what is known, what gaps exist, and where future research should focus; to develop a model for cost-effectiveness analysis; to conduct research to identify the most important problems and issues encountered in typical service settings;

For more information about the ECRIs, refer to the abstracts in the Directory section of this book.

Technical Assistance

Helping handicapped and at-risk children and their families is a complex task, so the Office of Special Education Programs provides support to HCEEP through two technical assistance agencies. The term "technical assistance" refers to ongoing, systematic, and nonevaluative help.

The Technical Assistance Development System (TADS) has been serving as a technical assistance agency for demonstration, outreach, and SIG projects since 1971. The State Technical Assistance Resource Team (START) is in its first year of operation. START serves HCEEP's state plan grant projects. TADS and START are programs of the Frank Porter Graham Child Development Center of the University of North Carolina at Chapel Hill.

TADS and START offer a broad range of support services that help HCEEP grantees manage programs and accomplish goals. Projects receive this responsive assistance through individual onsite consultation, small-group workshops, large meetings, and an extensive publications program. TADS and START also arrange field visits between projects to promote collaboration and transfer of new practices, knowledge, and products.

Refer to the TADS and START abstracts in the Directory section for more information about these technical assistance agencies.

Project List

The Project List includes all 173 HCEEP projects funded during 1984–85. Projects appear on the list in groups according to their type of grant or contract (demonstration projects, outreach projects, state grant projects, research institutes, technical assistance centers). Within each group, projects are alphabetical according to state and city. The number assigned to each project indicates the page number of the project's abstract in the Directory section. These numbers also represent the projects in the Index.

Project List

Demonstration Projects

1. HUNTSVILLE, ALABAMA
   Madison Area High Risk Project
2. LOS ANGELES, CALIFORNIA
   CHAMP
3. OAKLAND, CALIFORNIA
   Special Family Support Program
4. POMONA, CALIFORNIA
   Neuro-Cognitive Re-Education Program
5. SAN DIEGO, CALIFORNIA
   Linkage: Infant Special Care Center and Project Hope
6. SAN DIEGO, CALIFORNIA
   Project IINTACT
7. SAN FRANCISCO, CALIFORNIA
   ISIS
8. CHESHIRE, CONNECTICUT
   FIRST
9. WASHINGTON, DC
   AID
10. WASHINGTON, DC
    Un Buen Comienzo/A Good Beginning
11. CLEARWATER, FLORIDA
    High School/Preschool Partnership Program
12. GAINESVILLE, FLORIDA
    STRETCH
13. ATHENS, GEORGIA
    Contingency Response Intervention for Infants of Adolescent Parents
14. HONOLULU, HAWAII
    Ho' Opa 'Ola
15. MOSCOW, IDAHO
    Family Involvement with At-Risk and Handicapped Infants
16. CHICAGO, ILLINOIS
    Chicago Intervention Project
17. CHICAGO, ILLINOIS
    LETS
18. MACOMB, ILLINOIS
    ACTT
19. BLOOMINGTON, INDIANA
    Indiana Network
20. LAWRENCE, KANSAS
    Planning School Transitions: Family and Professional Collaboration
21. PARSONS, KANSAS
    PREP-EDD
22. TOPEKA, KANSAS
    Project Kid Link
23. WINFIELD, KANSAS
    INTERCHANGE
24. FRANKFORT, KENTUCKY
    Direct and Indirect Service Delivery to Infants
25. LEXINGTON, KENTUCKY
    STEPS
26. AUGUSTA, MAINE
    Preventive Intervention Project
27. MACHIAS, MAINE
    Washington County Children's Program
28. POWNAL, MAINE
    RURAL
29. BRIGHTON, MASSACHUSETTS
    PACT
30. CANTON, MASSACHUSETTS
    Pathways for Children
31. JAMAICA PLAIN, MASSACHUSETTS
    Infant-Toddler Demonstration Project
32. LUDLOW, MASSACHUSETTS
    Identification and Remediation of an At-Risk Preschool Population
33. ANN ARBOR, MICHIGAN
    Family Day Care Project
34. DETROIT, MICHIGAN
    Detroit's Preschool Hearing-Impaired Support Center
35. WOODHAVEN, MICHIGAN
    TRIP
36. MENDOTA HEIGHTS, MINNESOTA
    Project Dakota
37. MOORHEAD, MINNESOTA
    Clay County Coordinated Preschool Program
38. PHILADELPHIA, MISSISSIPPI
    Language Development Model
39. KANSAS CITY, MISSOURI
    Mainstreaming Multihandicapped Preschool Children Using Trained Volunteers
40. BROWNING, MONTANA
    Blackfeet Rural Early Education Model
41. OMAHA, NEBRASKA
    Early Referral and Follow-Up
42. RENO, NEVADA
    HC-PREP
43. EDISON, NEW JERSEY
    COPING

44. NEW BRUNSWICK, NEW JERSEY
Language Interaction Intervention Project

45. ALBUQUERQUE, NEW MEXICO
CAP

46. ESPANOLA, NEW MEXICO
A Continuum of Services
in Rural Northern Mexico

47. BUFFALO, NEW YORK
Young Babies, Young Moms

48. NEW YORK, NEW YORK
TIPS

49. NORTH MERRICK, NEW YORK
CHIME

50. SYRACUSE, NEW YORK
Creating Least Restrictive Options

51. MORGANTON, NORTH CAROLINA
Sunrise

52. RALEIGH, NORTH CAROLINA
First Years Together

53. WILLIAMSTON, NORTH CAROLINA
VIPP Project

54. AKRON, OHIO
A Social Communicative Intervention Model

55. CANTON, OHIO
TEACH

56. CINCINNATI, OHIO
Project Access

57. COLUMBUS, OHIO
Remediating Social Deficits
in Peer Interactions

58. EUGENE, OREGON
Model Early Intervention Program to Develop
a Linked Evaluation-Programming System

59. MONMOUTH, OREGON
Project Entrans

60. ALLENTOWN, PENNSYLVANIA
HAPPY

61. HOLLIDAYSBURG, PENNSYLVANIA
KIDS

62. PITTSBURGH, PENNSYLVANIA
PATT

63. PITTSBURGH, PENNSYLVANIA
PREP

64. SCRANTON, PENNSYLVANIA
Neonate At Risk Project

65. UNIVERSITY PARK, PENNSYLVANIA
Neighborcare

66. HATO REY, PUERTO RICO
Demonstration Project for Visually
Impaired Preschoolers

67. COOKEVILLE, TENNESSEE
ETIPS

68. NASHVILLE, TENNESSEE
The Infant/Toddler Learning Project

69. NASHVILLE, TENNESSEE
Preschool Orientation and Mobility Project

70. EL PASO, TEXAS
Region XIX Education Service Center

71. HOUSTON, TEXAS
Single Parent Project

72. LOGAN, UTAH
Functional Mainstreaming for Success

73. LOGAN, UTAH
HI TECH

74. LOGAN, UTAH
Preschool Transition Project

75. OGDEN, UTAH
SPECTRM

76. FRANKLIN, VIRGINIA
Project Cope

77. RICHMOND, VIRGINIA
Parent-to-Parent Monitoring Project

78. WILLIAMSBURG, VIRGINIA
Bright Beginnings

79. SEATTLE, WASHINGTON
CAP Project

80. SEATTLE, WASHINGTON
Coordinated Service Delivery
for Young Handicapped Children

81. CLARKSBURG, WEST VIRGINIA
PEPSI

82. MILWAUKEE, WISCONSIN
SPICE

83. POWELL, WYOMING
Special Touch Preschool

Outreach Projects

84. JONESBORO, ARKANSAS
Focus Classroom Outreach

85. LOS ANGELES, CALIFORNIA
UCLA Intervention Program

86. SAN FRANCISCO, CALIFORNIA
MORE

87. BOULDER, COLORADO
INREAL/Outreach

88. DENVER, COLORADO
Playschool Outreach Project

89. WASHINGTON, DC
UPSTART

90. ATHENS, GEORGIA
Rutland Center Developmental Therapy Model

91. MOSCOW, IDAHO
Idaho Outreach

92. CHAMPAIGN, ILLINOIS
PEECH

93. MACOMB, ILLINOIS
Macomb 0-3 Project

94. ROCKFORD, ILLINOIS
RHISE/Outreach

95. MURRAY, KENTUCKY
PEEEC

96. BOSTON, MASSACHUSETTS
WELCOME Outreach

97. BRIGHTON, MASSACHUSETTS
OPTIMUS/Outreach

98. DEDHAM, MASSACHUSETTS
ERIN Outreach

99. COLUMBIA, MISSOURI
LINC/Outreach

100. ALBUQUERQUE, NEW MEXICO
AIM Outreach

101. NEW YORK, NEW YORK
FEED

102. WESTBURY, NEW YORK
Early Childhood Intervention Outreach

103. YORKTOWN HEIGHTS, NEW YORK
A Regional Program for Preschool
Handicapped Children

104. CHAPEL HILL, NORTH CAROLINA
Chapel Hill Training-Outreach Project

105. COLUMBUS, OHIO
Pediatric Education Project

106. MONMOUTH, OREGON
Teaching Research Infant and Child Center
Data-Based Classroom

107. READING, PENNSYLVANIA
Family Centered Resource Project

108. NASHVILLE, TENNESSEE
Cognitive Education Project

109. NASHVILLE, TENNESSEE
OUTFIT Project

110. LOGAN, UTAH
INSITE Outreach

111. LOGAN, UTAH
SKI*HI

112. LOGAN, UTAH
Social Integration Project

113. HAMPTON, VIRGINIA
Hampton Institute Mainstreaming Model
and Outreach Services

114. SEATTLE, WASHINGTON
Model Preschool Outreach Project

115. SEATTLE, WASHINGTON
Northwest Center Infant/Toddler Program

116. PORTAGE, WISCONSIN
The Portage Project

117. LARAMIE, WYOMING
WISP/Outreach

State Grants

118. MONTGOMERY, ALABAMA

119. JUNEAU, ALASKA

120. PAGO PAGO, AMERICAN SAMOA

121. PHOENIX, ARIZONA

122. LITTLE ROCK, ARKANSAS

123. SACRAMENTO, CALIFORNIA

124. DENVER, COLORADO

125. HARTFORD, CONNECTICUT

126. DOVER, DELAWARE

127. WASHINGTON, DC

128. TALLAHASSEE, FLORIDA

129. ATLANTA, GEORGIA

130. HONOLULU, HAWAII

131. BOISE, IDAHO

132. SPRINGFIELD, ILLINOIS

133. INDIANAPOLIS, INDIANA

134. DES MOINES, IOWA

135. TOPEKA, KANSAS

136. LEXINGTON, KENTUCKY

137. BATON ROUGE, LOUISIANA

138. AUGUSTA, MAINE

139. BALTIMORE, MARYLAND

140. QUINCY, MASSACHUSETTS

141. ST. PAUL, MINNESOTA

142. HATTIESBURG, MISSISSIPPI

143. JEFFERSON CITY, MISSOURI

144. BILLINGS, MONTANA

145. LINCOLN, NEBRASKA

146. CARSON CITY, NEVADA

147. CONCORD, NEW HAMPSHIRE

148. TRENTON, NEW JERSEY

149. ALBANY, NEW YORK

150. RALEIGH, NORTH CAROLINA

151. BISMARCK, NORTH DAKOTA

152. SAIPAN, NORTHERN MARIANA ISLANDS

153. WORTHINGTON, OHIO

154. OKLAHOMA CITY, OKLAHOMA

155. MONMOUTH, OREGON

156. HARRISBURG, PENNSYLVANIA

157. PROVIDENCE, RHODE ISLAND

158. COLUMBIA, SOUTH CAROLINA

159. PIERRE, SOUTH DAKOTA

160. NASHVILLE, TENNESSEE

161. AUSTIN, TEXAS

162. SALT LAKE CITY, UTAH

163. MONTPELIER, VERMONT

164. RICHMOND, VIRGINIA

165. OLYMPIA, WASHINGTON

166. CHARLESTON, WEST VIRGINIA

167. MADISON, WISCONSIN

168. LARAMIE, WYOMING

Research Institutes

169. CHAPEL HILL, NORTH CAROLINA
CIREEH

170. PITTSBURGH, PENNSYLVANIA
Early Childhood Research Institute

171. LOGAN, UTAH
Early Intervention Research Institute

Technical Assistance

172. CHAPEL HILL, NORTH CAROLINA
START

173. CHAPEL HILL, NORTH CAROLINA
TADS

Directory

This section contains abstracts for all 173 HCEEP projects. The projects are listed in groups according to their type of grant or contract (demonstration projects, outreach projects, state grant projects, research institutes, technical assistance centers). Within each group, projects are alphabetical according to state and city.

Madison Area High Risk Project

ADDRESS: Madison County Association for Retarded Citizens, Inc.
P.O. Box 1063
Huntsville, Alabama 35807

PHONE: (205) 539-2266

YEAR OF FUNDING: 2

FISCAL AGENCY: Madison County Association for Retarded Citizens, Inc.

DIRECTOR: Elizabeth McMurtrie
OTHER STAFF TITLES: developmental specialist, developmental therapist, social worker, nurse

CHARACTERISTICS OF TARGET POPULATION:

The project serves 30 to 40 children birth to age 3 years who are considered at risk for developmental delays and other handicapping conditions. Children are identified by the local neonatal intensive care unit and by other community agencies. The families live in a predominantly rural 13-county area.

PROGRAM FOR CHILDREN:

An eclectic curriculum is provided which combines the Hawaii Early Learning Profile (HELP), Small Wonder, and the Portage Guide to Early Education. Infants birth to age 18 months receive home therapy and attend a center once every two weeks for more intensive activities. Children age 18 to 36 months attend the center two to three days weekly and are visited by a home teacher once every two weeks. Children also receive speech/language therapy and physical/occupational therapy as needed.

MEASURES OF CHILD PROGRESS:

Child progress is documented by six-month evaluations of the extent to which each child attains the objectives specified in the child's individual education plan. Developmental assessments include the Bayley Scales of Infant Development, the Portage Guide to Early Education, and the HELP.

PROGRAM FOR PARENTS:

Home visits with the parents are a major part of the intervention services. Parents are taught specific techniques for interacting with and teaching their children. The project's social worker has primary responsibility for helping parents understand and cope with their children's handicapping condition. A parent questionnaire is administered at entry to the program and is updated regularly. Counseling is scheduled as needed and a parent support group meets every other month.

FEATURES AND PRODUCTS:

Products to be developed include a guide to projects for high-risk infants, a videotape of project activities, and a directory of public places of interest for parents and children (directions show parents how to make such excursions valuable learning experiences for the infant).

CHAMP
Children in Hospitals, A Model Program

ADDRESS: UCLA Department of Pediatrics
1000 Veteran Avenue
Room 23-10
Los Angeles, California 90024

PHONE: (213) 825-4821

YEAR OF FUNDING: 1

FISCAL AGENCY: University of California

PRINCIPAL INVESTIGATOR: Judy Howard
PROJECT DIRECTOR: Nancy Brill
OTHER STAFF TITLES: co-investigator, child development specialists, educational specialists, evaluator

CHARACTERISTICS OF TARGET POPULATION:

The program serves 40 hospitalized chronically ill children birth to age 5 years and their parents. Children have leukemia, solid tumors, nonfunctional gastrointestinal systems (and must be fed intravenously), or end stage renal or kidney disease, or have undergone vascular or cardiac surgery.

PROGRAM FOR CHILDREN:

The project helps hospitalized chronically ill young children develop healthy interactions with their parents and optimal cognitive and emotional growth. Each child participates in playroom activities two hours, four times weekly. Parents and surrogate parents attend four hours, four days weekly. The project provides a consistent daily caretaker sensitive to the child's needs, play activities based on the child's developmental level, and interactions with peers to introduce and maintain socialization experiences.

MEASURES OF CHILD PROGRESS:

Child progress is measured every three months with medical examinations, vision and hearing assessment, a structured observation of play skills, the Gesell Developmental Evaluation, and the Peabody Picture Vocabulary Test.

PROGRAM FOR PARENTS:

Services for parents are designed to help parents gain confidence in planning for their children's total needs. Specific therapeutic interventions are made to make aspects of caregiving more satisfying. Parents are interviewed to determine attitudes toward illness and hospitalization, and interactions between mother and child are observed. A project-developed parent satisfaction questionnaire, a social adjustment questionnaire, and a questionnaire that focuses on the parents' understanding of their children's illnesses are administered every three months.

FEATURES AND PRODUCTS:

The project is developing a curriculum for hospital staff working with chronically ill children and their families.

Special Family Support Program

ADDRESS: Child Development Center
Children's Hospital Medical Center
51st and Grove Streets
Oakland, California 94609

PHONE: (415) 655-9521

YEAR OF FUNDING: 2

FISCAL AGENCY: Children's Hospital Medical Center

CO-DIRECTOR (administrative): Nancy Sweet
CO-DIRECTOR (clinical): Rosamund Gardner
OTHER STAFF TITLES: parent/infant educational coordinator, clinical social worker, infant development specialists

CHARACTERISTICS OF TARGET POPULATION:

Services target handicapped and high-risk infants whose disturbed relationships with their parents limit the effectiveness of current family-oriented educational approaches. The project serves 14 infants and families who fall into one of the following categories: 1) handicapped infants in disturbed relationships with their parents; 2) premature infants less than 1500 grams or 32 weeks gestational age who are in disturbed relationships with their parents; 3) unserved populations of chronically ill infants; and 4) unserved babies at risk due to abuse, neglect, and other environmental factors.

PROGRAM FOR CHILDREN:

The project provides individual developmental programs which selectively combine a weekly home program, weekly group program activities (either special education or mainstream group), individual center-based educational sessions, in-hospital programs, and monthly multidisciplinary behavioral observations.

MEASURES OF CHILD PROGRESS:

Appropriate norm-referenced tests, primarily the Bayley Scales of Infant Development, are administered at entry to the program and at six-month intervals thereafter. Interaction between parent and child is assessed using videotapes of structured and unstructured interaction.

PROGRAM FOR PARENTS:

The program combines clinical support services with parent education and parent participation in the developmental program for the child. The program seeks to improve dysfunctional relationships between parent and child. Each individualized parent program selectively combines home- and center-based parent education, weekly parent support groups, infant and parent psychotherapy, marital and crisis counseling, in-home respite, and in-hospital support.

FEATURES AND PRODUCTS:

The project serves a "double-risk" population of handicapped and high-risk babies (developmental outcomes are also jeopardized by a dysfunctional relationship between parent and infant). The model integrates an infant developmental and educational program with clinical support for the parents and can be adapted by existing infant development programs for unserved or ineffectively served "double-risk" infants.

Neuro-Cognitive Re-Education Program

ADDRESS: Children's Services Center
Casa Colina Hospital
255 East Bonita Avenue
Pomona, California 91767

PHONE: (714) 593-7521
Ext. 275

YEAR OF FUNDING: 2

FISCAL AGENCY: Children's Services Center, Casa Colina Hospital

DIRECTOR: Elizabeth M. Neumann
OTHER STAFF TITLES: tutor trainer, neuropsychological specialist, tutors, secretary, consultants

CHARACTERISTICS OF TARGET POPULATION:

The project serves children age 3 to 8 years who have a diagnosed brain injury with a clearly identifiable cause.

PROGRAM FOR CHILDREN:

The project operates a combination home- and center-based tutorial program. The teacher/tutor works with the child in individual one- to four-hour sessions three to six times weekly using individualized instructional strategies. There are four steps in the child's educational process: 1) assessments, 2) program planning, 3) "basic" cognitive re-education, and 4) "transfer" cognitive re-education.

MEASURES FOR CHILD PROGRESS:

All children are given three tests: Kaufman Assessment Battery for Children (KABC), New Vineland Scales, and Brigance Inventory of Early Development and Basic Skills. These measures are administered four times yearly at program entry and at six, 12, and 18 months after entry. A test battery of neuro-cognitive measures is administered upon entry into the program. Computer-assisted instruction and measurement are also used.

PROGRAM FOR PARENTS:

Parents observe and participate in the home teaching sessions. Parents receive individualized training in using cognitive strategies and re-education methods. A self-help parent group has been formed.

FEATURES AND PRODUCTS:

The project has developed a neuropsychological assessment battery; an instructional manual for teachers and tutors, including instructional strategies for using "spared" abilities to overcome problems in attention, memory, and learning; and tutor and parent education procedures. A cross-over design evaluation model is used to determine effectiveness.

Linkage: Infant Special Care Center and Project Hope

ADDRESS: Infant Special Care Follow-Up Program
UCSD Medical Center
225 W. Dickinson
H814J
San Diego, California 92103

PHONE: (619) 294-5745

YEAR OF FUNDING: 2

FISCAL AGENCY: UCSD School of Medicine

CO-DIRECTORS: T. A. Merritt, Suzanne Dixon, and Virginia MacDonald
OTHER STAFF TITLES: nurse consultant, occupational therapist, education specialists, parent/infant educator, staffing coordinator

CHARACTERISTICS OF TARGET POPULATION:

The project serves 45 to 60 at-risk, preterm infants (birthweights less than 1500 grams) sustaining varying grades of intra-ventricular hemorrhage (IVH) soon after birth.

PROGRAM FOR CHILDREN:

Infants identified within the neonatal intensive care unit (NICU) receive sequential developmental assessment from nursery discharge through 12 months adjusted age. Infant education specialists help plan the infants' discharge from the NICU to the home. Infants receive follow-up services by teams of physicians, nurses, and education specialists, which plan and implement a developmental program for each infant and family. Infants receive periodic medical follow-up with physical, neurologic, vision, hearing, and neurosurgical evaluation.

MEASURES OF CHILD PROGRESS:

The project uses the Assessment of Premature Infants' Behavior Scale, the Dubowitz Neurodevelopmental Assessment, the Amiel-Tison First-Year Evaluation, and the Bayley Scales of Infant Development. Standardized assessments of occupational skills and audiologic and visual functions are performed. Developmental assessments in the special education program include the Minnesota Child Inventory, Stanford-Binet Intelligence Scale, California Preschool Social Competency Scale, and Education for Handicapped Infants.

PROGRAM FOR PARENTS:

Parents receive medical and social support and infant developmental counseling and training. Parents may attend peer and professional support groups. The parent acts as infant therapist under the direction of Project Hope. The project focuses on transition from medical follow-up to the special education program.

FEATURES AND PRODUCTS:

The project coordinates medical and special education services. A parent interaction curriculum; a pamphlet for parents on preterm infants, IVH, hydrocephalus, and neurosurgical therapies; and a text on the unique handicapping conditions of IVH among preterm infants will be developed. The project serves English- and Spanish-language families.

Project IINTACT
Infant Interagency Network Through Accessing Computer Technology

ADDRESS: San Diego State University
Suite 208, 6505 Alvarado Road
San Diego, California 92182

PHONE: (619) 286-2467

YEAR OF FUNDING: 2

FISCAL AGENCY: San Diego State University Foundation

DIRECTOR: Eleanor Lynch
OTHER STAFF TITLES: early childhood special educator, social worker, pediatric nurse practitioner, parent/community workers, secretary, programmer/computer systems analyst, consultants

CHARACTERISTICS OF TARGET POPULATION:

The project, in cooperation with the San Diego Regional Center, the County Department of Health, and the Naval Hospital, serves three groups of children birth to age 3 years. Children with any handicapping condition are eligible for services. The project places a special emphasis on children from diverse cultures.

PROGRAM FOR CHILDREN:

The project has developed a computerized directory of services to facilitate referral and service delivery to young, high-risk, and handicapped children and their families. The project also provides direct, short-term assessment and educational, intervention, and referral services to three groups of high-risk families: 1) parents with developmental delays, 2) disorganized, low-income, culturally and linguistically diverse families, and 3) adolescent parents. Staff members develop individual written programs and activities which can be carried out in the home by primary caretakers. Staff members teach caretakers to conduct the activities and monitor child progress through home visits, telephone contacts, and reassessment. Following exit from the program, staff members help find appropriate services for each child.

MEASURES OF CHILD PROGRESS:

Upon entry into the program, each child is assessed using the Early Intervention Developmental Profile. Children are reassessed every six months thereafter and at exit from the program. Staff members also maintain anecdotal progress records for each child.

PROGRAM FOR PARENTS:

The project views services to parents to be as important as services to children. A needs assessment identifies family needs in the areas of health, language, education, and social support. Project staff members help parents find services to meet identified needs. Families being served in one of the three groups receive weekly to biweekly home visits. Other families participate in workshops using the SEARCH curriculum developed by the project.

FEATURES AND PRODUCTS:

The project has developed a computerized directory of services for handicapped and high-risk children birth to age 5 years.

ISIS
Integrated Special Infant Services

ADDRESS: Department of Special Education
San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132

PHONE: (415) 585-1026

YEAR OF FUNDING: 2

FISCAL AGENCY: Frederic Burk Foundation for Education

DIRECTOR: Marci Hanson
ASSISTANT DIRECTOR: Mary Krentz
OTHER STAFF TITLES: special education teacher, physical therapist, language specialist, psychologist consultant, medical consultant, secretary

CHARACTERISTICS OF TARGET POPULATION:

Twenty children are selected from three groups of children with established or biological risks for handicapping conditions. The groups from which these children are drawn are: 1) children who test below 50 percent expected age level of development on a standardized infant development scale or who have an identifiable disabling condition; 2) severely handicapped infants and toddlers; and 3) infants who are at risk because of low birthweight, birth complications, or severe social-emotional difficulties.

PROGRAM FOR CHILDREN:

Handicapped and at-risk infants and toddlers and a limited number of non-handicapped infants and toddlers participate in the program. Services are delivered through a center- and home-based program. The center-based program is located in a public school. The project provides transdisciplinary services to the children in an integrated setting with the active involvement of the families.

MEASURES OF CHILD PROGRESS:

Children are assessed annually using the Bayley Scales of Infant Development, Uniform Performance Assessment System, and a project-developed, criterion-referenced checklist. Children's progress through instructional programs is assessed on a daily and weekly basis using trial-by-trial data collected by parents and teachers.

PROGRAM FOR PARENTS:

The project's goals for family involvement are to help parents enhance their children's development and to foster mutually satisfying interaction between parent and infant. Families are actively involved in instruction and receive guidance on "reading" their infants' signals, child development, and special education techniques. Clinical intervention services with the parent and child attempt to increase parents' understanding of their children's unique behavior patterns. Support services, optional classroom activities, and referrals to needed community services are available.

FEATURES AND PRODUCTS:

The project expects to produce a social cueing curriculum for parents, a manual detailing consortium-coordinated service delivery systems, and professional reports and presentations.

FIRST
Family Infant Resource Stimulation Team

ADDRESS: Darcy Elementary School
1686 Waterbury Road
Cheshire, Connecticut 06410

PHONE: (203) 272-3577

YEAR OF FUNDING: 2

FISCAL AGENCY: Cheshire Department of Education

DIRECTOR: Lois Rho
OTHER STAFF TITLES: teachers, psychologist, speech/language clinician, occupational therapist, secretary, financial secretary, video consultant, consultants

CHARACTERISTICS OF TARGET POPULATION:

The project provides educational programming for 12 to 15 moderately to severely handicapped children and less intense support for 40 to 50 other children. The children range in age from birth to 3 years. Children accepted into the program have a significant delay in two or more developmental areas, a serious trauma (such as a major illness), or inadequate parenting. The primary caretaker must be willing to participate in the program.

PROGRAM FOR CHILDREN:

The project provides a combined home- and center-based program with flexible scheduling. Children attend the center-based program one to three days weekly for one and one-half to two and one-half hours daily. Home visits (60 to 90 minutes), occur once or twice monthly to provide the parent with advice on how to arrange the home environment to foster development of the child. In the center-based program, the teacher and parent observe the child at play, develop hypotheses, intervene, and evaluate the impact of changes.

MEASURES OF CHILD PROGRESS:

Children's progress is measured using the Early Learning Accomplishment Profile. The data is analyzed in two ways: each child serving as his or her own control and each child compared to the group.

PROGRAM FOR PARENTS:

Parents are involved in all aspects of the program, from the initial evaluation to exit. The program is intended to involve the whole family, including grandparents and siblings. Consultants and specialists are available to help parents as necessary. Parent progress is measured using a project-developed questionnaire. Responses of parents involved in the program are compared to the responses of parents not involved in the program.

FEATURES AND PRODUCTS:

The project also manages a small resource center of books, pamphlets, periodicals, and toys related to young children. Project-developed products for professionals include booklets on curriculum planning for individual children in the project and a series of training videotapes.

AID
Adolescent-Infant Development Program

ADDRESS: Department of Pediatrics and Child Health
Howard University Hospital
2041 Georgia Avenue, N.W.
Washington, D.C. 20060

PHONE: (202) 745-1596

YEAR OF FUNDING: 2

FISCAL AGENCY: Department of Pediatrics and Child Health

DIRECTOR: Eva T. Molnar
COORDINATOR: Roberta Johnson Clark
OTHER STAFF TITLES: administrative assistant/project secretary, parent educator/social worker, teacher/child development specialist

CHARACTERISTICS OF TARGET POPULATION:

The project provides intensive services to ten to 15 infants and toddlers birth to age 3 years whose parents are adolescents. Mothers can be referred to Project AID based on medical criteria for medium to high risk of delivering a handicapped infant. Handicapped or medium- to high-risk infants can also be referred to the project.

PROGRAM FOR CHILDREN:

Individual educational plans are developed based on assessment information. During the first year of life, the infant or toddler receives regular 30- to 60-minute enrichment sessions; the child development specialist works with the child and the parent. The child is evaluated yearly to determine progress and to update goals and objectives. Infants are often identified at the neonatal intensive care nursery, and intervention may begin during their stay at the hospital.

MEASURES OF CHILD PROGRESS:

Major assessment instruments used are the Brazelton Neonatal Behavioral Assessment, the Education for Multihandicapped Infants, and the Bayley Scales of Infant Development.

PROGRAM FOR PARENTS:

Parents are involved in all phases of the program. From the prenatal period through the delivery of the infant and the first three years of the infant's life, parents are instructed and assisted in the medical, educational, developmental, nutritional, and safety needs of their infants. Parents are also helped with their personal development and educational needs (help with school plans, information on job training, employment, day care).

FEATURES AND PRODUCTS:

The project serves adolescent parents before and after the birth of their children. The project has developed The Infant Stimulation Baby Kit; Orientation Manual for Staff, Students, and Volunteers; A Teenage Parent's Personal Experience Record Book; A Teenager's Personal Diary Booklet; Realities of Teenage Pregnancies; A Guide to the Development of Hospital-Based Early Infant Intervention Programs; and an Inventory of Adolescent's Needs After the Birth of a Baby.

Un Buen Comienzo/A Good Beginning

ADDRESS: Rosemount Center
2000 Rosemount Avenue
Washington, D.C. 20010

PHONE: (202) 265-9885

YEAR OF FUNDING: 1

FISCAL AGENCY: Rosemount Center

PRINCIPAL INVESTIGATOR AND EXECUTIVE DIRECTOR: Jan Calderon Yocum
PROJECT DIRECTOR: Gail Solit
OTHER STAFF TITLES: infant/special education coordinator, occupational therapist, speech pathologist, social worker, secretary, teachers, assistant teachers, family home providers, substitutes

CHARACTERISTICS OF TARGET POPULATION:

The program serves 12 mildly to moderately handicapped infants and toddlers, mostly Hispanic, who have working parents and who would benefit from a mainstream bilingual and multicultural day-care setting. In addition, project staff members train family home providers to work with handicapped infants and toddlers.

PROGRAM FOR CHILDREN:

Comprehensive services are provided within the context of the infants' regular care environments. A transdisciplinary team consults regularly with the classroom teachers and provides ongoing in-service training for teachers and family day-care providers. The project uses English and Spanish versions of the Portage Project, the Individual Education Plan Planning Guide of Christ Church Child Center's Infant Program, and multicultural and bilingual materials developed by Rosemount Center.

MEASURES OF CHILD PROGRESS:

Children in the day-care center and family day homes are screened using the Prescreening Developmental Questionnaire or the Early Learning Accomplishment Profile. The Battelle Developmental Inventory is used to assess the children's personal-social, adaptive, motor, communicative, and cognitive skills.

PROGRAM FOR PARENTS:

Parent services include daily written reports of child activities, weekly conversations with teachers, monthly parent support groups, bimonthly topical meetings, and three conferences yearly. Family assessment instruments include the Parent Behavior Progression, the Home Observation for Measurement for the Environment, the Social Network Interview Schedule, Carey's Infant Temperament Questionnaire, and bilingual materials developed by Rosemount Center.

FEATURES AND PRODUCTS:

Proposed products include a mainstreaming manual for day-care centers, a manual for family day homes, an activity manual for day-care providers, and a parent activity manual. Staff members are bilingual. All publications, staff training curricula, and children's activities will be prepared in English and Spanish.

High School/Preschool Partnership Program

ADDRESS: Countryside High School
3000 S. R. 580
Clearwater, Florida 33519

PHONE: (813) 797-3138

YEAR OF FUNDING: 2

FISCAL AGENCY: School Board of Pinellas County

PROJECT MANAGER: Janelle R. Johnson-Jenkins
PROJECT SUPERVISOR: Jonathan C. McIntire
OTHER STAFF TITLES: teacher (EC-H), teacher aide, clerk, consultant, speech therapist, occupational therapist, physical therapist, home economics (child care) teacher

CHARACTERISTICS OF TARGET POPULATION:

The project serves mildly to moderately handicapped and nonhandicapped children age 3 to 6 years. High school students interested in careers in child care, early childhood, special education, and allied fields also participate in the project. The handicapped children have physical, visual, and hearing impairments; speech and language disabilities; or mild to moderate retardation. The project will also offer a screening component for children birth to age 3 years who are suspected of having a handicap.

PROGRAM FOR CHILDREN:

The handicapped preschoolers attend school full time and are fully mainstreamed with the nonhandicapped preschoolers three mornings weekly. The ERIN Curriculum provides the base for instruction with supplementary materials from other preschool curricula. Each handicapped child has an individual education plan (IEP). The thrust of the preschool curriculum is on developing language, fine- and gross-motor, cognitive, and social skills.

MEASURES OF CHILD PROGRESS:

Criterion-referenced norms from the ERIN Curriculum are used to conduct ongoing assessments of children's progress. A diagnostic inventory appropriate for each preschool student is used for yearly evaluations. The high school participants are pre- and posttested to ascertain changes in knowledge and attitudes. Anecdotal records of patterns of interaction are also maintained.

PROGRAM FOR PARENTS:

Parents help evaluate the program, develop IEPs for their children, and serve on the advisory committee. Bimonthly parent counseling groups explore growth and development, special education techniques, and parenting skills. Parents may volunteer in the classroom and may observe their children on videotape. Parents also help make learning materials and equipment.

FEATURES AND PRODUCTS:

Handicapped and nonhandicapped children are integrated three mornings weekly. High school students enrolled in child-care classes participate in the delivery of services. (The project has identified these components of its program as replicable.) An implementation guide, a teacher's resource guide, and a slidetape presentation of the preschool program will be available. An informational pamphlet of community resources, developmental milestones, and possible trouble signs is being developed for parents of handicapped infants.

STRETCH
Strategic Training for Rural Education Targeting Children who are Handicapped

ADDRESS: Project STRETCH
1005 S.E. 4th Avenue
Gainesville, Florida 32601

PHONE: (904) 375-7790

YEAR OF FUNDING: 2

FISCAL AGENCY: Alachua County Association for Retarded Citizens

DIRECTOR: Tess Bennett
OTHER STAFF TITLES: child psychologist, child development specialists, occupational therapist, speech therapist, consultants, family therapists, secretary

CHARACTERISTICS OF TARGET POPULATION:

The project serves handicapped children birth to age 5 years who live in rural Florida.

PROGRAM FOR CHILDREN:

Professionals make weekly visits to the home. One focus of the project is to help parents enjoy their child, so play activities are demonstrated to encourage positive interaction. The project also tries to help parents learn to develop instructional objectives for their children, observe developmental milestones, and record daily progress. Parents and the child development specialist develop individual education plans (IEP) for the children.

MEASURES OF CHILD PROGRESS:

Children are assessed using the Bayley Scales of Infant Development or the McCarthy Scales of Children's Abilities. The Learning Accomplishment Profile (LAP), Learning Accomplishment Profile--Diagnostic Education (LAP-D), and Early Learning Accomplishment Profile are used to develop short-term objectives. The HOME is administered every six months. IEP short-term goals are charted in graph form each month.

PROGRAM FOR PARENTS:

Parents' needs are assessed when they enter the program, and goals are formulated. Parents also fill out the Parenting Stress Index (PSI) which reflects the level of stress they feel in 14 different domains. Parents are offered a variety of options which include individual instruction, family support meetings, small-group meetings, monthly parent meetings, involvement on the advisory council, Saturday morning workshops, toy- and material-making workshops, and sibling meetings. An individual family plan is developed for each family based on parent needs, the PSI, the HOME, and observations.

FEATURES AND PRODUCTS:

The primary components of the program are family support, family training, and educational experiences for children. The project focuses on promoting positive relationships between the children and mothers, fathers, siblings, and extended family members. The staff psychologist works closely with families and professionals to promote understanding of the assessment. This link between assessment and intervention maximizes the children's development. A family therapist works with staff to develop family plans. The family therapist is available for direct intervention for families in crisis.

Contingency Response Intervention for Infants of Adolescent Parents

ADDRESS: Northeast Health District
Clarke County Board of Health
468 North Milledge Avenue
Athens, Georgia 30610

PHONE: (404) 542-8784

YEAR OF FUNDING: 1

FISCAL AGENCY: Clarke County Board of Health

DIRECTOR: Warren Umansky
OTHER STAFF TITLES: project coordinator, family intervention specialist, programming specialist, model trainer, secretary, bookkeeper, neonatologist, nurse midwife

CHARACTERISTICS OF TARGET POPULATION:

The project serves potentially handicapped infants of adolescent mothers. Eligibility is determined on the basis of both biological risk factors and parent and family variables. Twenty infants and their families will be served during the first project year. Children are served through their second birthday or until they are no longer considered at risk (based upon established criteria).

PROGRAM FOR CHILDREN:

Initial contact between the high-risk expectant parent and the family intervention specialist (FIS) takes place in the prenatal clinic. Within three days after the baby is born, the FIS visits the mother in the hospital; they discuss what to expect when the child is brought home and the importance of quality interactions between the mother and child. Home visits are made weekly for the first eight weeks, biweekly for the next 24 weeks, and monthly through the time the child reaches 24 months of age.

MEASURES OF CHILD PROGRESS:

Infant development is gauged using the Bayley Scales of Infant Development, which are administered at age 3, 6, 12, 18, and 24 months at a Health Department High Risk Infant Follow-up Clinic. Changes in the quality of parent responses to infant cues over time are reflected in the NCAST Feeding and Teaching Scales administered in the home.

PROGRAM FOR PARENTS:

The project attempts to help families overcome environmental problems which may interfere with the child's well-being or development. Through a questionnaire, the FIS identifies the needs of the home and makes referrals to the appropriate agencies. During home visits, the FIS redirects the parents' most negative responses toward more positive alternatives. During in-home teaching sessions, the FIS interprets the baby's behaviors for the parent and models appropriate responses.

FEATURES AND PRODUCTS:

The project has a written manual and an animated version for computer.

Ho' Opa 'Ola:
A Program for Hearing Impaired Infants and Their Families

ADDRESS: Communication Disorders Clinic
1319 Punahou Street
Honolulu, Hawaii 96826

PHONE: (808) 947-8511

YEAR OF FUNDING: 1

FISCAL AGENCY: Communication Disorders Clinic, Kapiolani Women and Children's Medical Center

DIRECTORS: Barbara Zeisloft and Setsu Furuno
COORDINATOR: Deborah Larkins
OTHER STAFF TITLES: audiologist, speech and language pathologist, social worker, secretary

CHARACTERISTICS OF TARGET POPULATION:

During the first year, the project will serve ten to 15 infants and their families who live on the island of Oahu. Children must be age 30 months or younger and have as their primary handicap hearing loss of sufficient degree to require amplification. Priority admission is given to children whose families are from minority cultural backgrounds, have a poor knowledge of English, or live in a rural or insular locale. A special effort is made to reach native Hawaiians, Filipinos, and Samoans.

PROGRAM FOR CHILDREN:

The project has adapted the SKI*HI Curriculum to meet the linguistic and cultural needs of families of at least three ethnic backgrounds. The curriculum was adapted in order to be culturally relevant, taking into account cultural differences, such as child rearing practices, social customs, family structure, and attitudes toward physical handicaps. The project offers a flexible range of home- and clinic-based services.

MEASURES OF CHILD PROGRESS:

At intake, at quarterly intervals thereafter, and at discharge from the program, each child is evaluated using the SKI*HI Language Development Scale and other procedures selected by the project. Staffings are held quarterly to monitor child progress and to conduct planning activities.

PROGRAM FOR PARENTS:

Parents are trained in appropriate techniques and are encouraged to take the role of primary teachers of their children. According to individual needs, each family receives one to three hours of service weekly. Following a needs assessment, parents receive information in a language they understand on topics such as hearing loss, hearing testing, hearing aids and their use, normal sequence of auditory and language development, and language stimulation techniques.

Family Involvement with At Risk and Handicapped Infants

ADDRESS: Special Education Department
University of Idaho
Moscow, Idaho 83843

PHONE: (208) 885-6159
885-6772

YEAR OF FUNDING: 1

FISCAL AGENCY: University of Idaho

CO-DIRECTORS: Dale Gentry and Jennifer Olson
OTHER STAFF TITLES: center and home programmers, social worker, secretary

CHARACTERISTICS OF TARGET POPULATION:

The project serves at-risk, premature, chronically ill, and handicapped infants birth to age 3 years and their families, regardless of the type or severity of handicap.

PROGRAM FOR CHILDREN:

Child and family needs are considered simultaneously in programming decisions. After family and child are assessed, objectives for the entire family unit are identified. Parents select from service options that include: 1) a home-based program of early intervention; 2) a mainstream center-based program for the infant; 3) a program that combines the home- and center-based options; 4) parent support activities; 5) infant/caregiver interaction training groups; and 6) instructional classes based on family needs. The curriculum for child intervention is based on the Systematic Instruction Model. Children work on sensory-motor, motor-communication, social, and self-care skills.

MEASURES OF CHILD PROGRESS:

The children are assessed using developmental scales. Data are collected daily on each of the target behaviors. At-risk infants are screened at birth and assigned to a monitoring status track or intervention. Infants birth to age 4 months are assessed on NCAST Scales and the PCIS; the Gesell Developmental Kit is given at age 8 and 24 months. Infants not receiving direct intervention are monitored at four-month intervals.

PROGRAM FOR PARENTS:

Upon entry into the program, a family profile is obtained that includes a needs assessment, stress evaluation, assessment of coping strategies and family adaptability, and an analysis of family responsibilities and roles. Families and staff develop a Family Intervention Plan that incorporates the strengths and needs of all members. Family services include: family counseling, support groups, Parent-to-Parent activities, parent education on infant intervention, and direct involvement with infant programming in the classroom and in the home.

FEATURES AND PRODUCTS:

The project has initiated a rural screening and referral process that emphasizes the cooperative relationship between the medical and educational communities. A manual describing these activities is available at cost. The Family Profile, describing intake procedures, family assessments, family intervention planning forms, and case study examples, can be obtained from the project. Locating and Serving the At-Risk Infant in Rural Settings will be available in May 1985.

Chicago Intervention Project

ADDRESS: Institute for the Study of Developmental Disabilities
University of Illinois at Chicago
1640 W. Roosevelt Road
Chicago, Illinois 60608

PHONE: (312) 996-1567

YEAR OF FUNDING: 1

FISCAL AGENCY: University of Illinois at Chicago

DIRECTORS: Arnold J. Sameroff and Richard P. Brinker
OTHER STAFF TITLES: special educator, occupational therapist, prespeech and feeding specialist, parent program coordinator, social worker, evaluator, secretary

CHARACTERISTICS OF TARGET POPULATION:

The project serves 24 handicapped children under age 3 years and their families from economically disadvantaged minority populations. Referrals are primarily from hospital high-risk follow-up programs.

PROGRAM FOR CHILDREN:

Children attend a center-based program one morning weekly. Groups of six children and their mothers are served by a transdisciplinary team that provides therapeutic activities in a play context, focusing on gross-motor, fine-motor, language, social-emotional, and cognitive functioning. Interventions using videotape analyses attempt to improve interactions between parents and children.

MEASURES OF CHILD PROGRESS:

Children are assessed with the Bayley Scales of Infant Development, Uzgiris-Hunt Ordinal Scales of Psychological Development, Carolina Record of Infant Behavior, and the Chicago Infant Neuromotor Assessment at intake and at graduation. Systematic records are kept of goals and progress on childrens' individual education plans.

PROGRAM FOR PARENTS:

The parent is trained to be sensitive to emotional and communication activities of the child while providing educational and motor therapy in a play context. Weekly support group meetings are provided for mothers; fathers and grandparents are integrated into the support group when they are active participants in child care. Parent evening meetings, a library for parents, and a toy library augment the weekly program; special activities are provided for teenage mothers. Mothers are assessed at entry and exit from the program on a child acceptance scale, an anxiety measure, social support systems measure, self-esteem measure, and a concepts of development scale.

FEATURES AND PRODUCTS

The project emphasizes parent participation in the developmental progress of the child. Materials available include a toy library and a resource library for parents.

LETS
Longitudinal Evaluation and Therapy Services

ADDRESS: David T. Stiegal Institute
Michael Reese Hospital and Medical Center
3033 South Cottage Grove Avenue
Chicago, Illinois 60616

PHONE: (312) 791-2900
791-8128

YEAR OF FUNDING: 1

FISCAL AGENCY: Michael Reese Hospital and Medical Center

DIRECTOR: Diana Pien
OTHER STAFF TITLES: teacher, social worker, audiologist, secretary, pediatric neurologist, pediatric nurse practitioner, occupational therapist, physical therapist

CHARACTERISTICS OF TARGET POPULATION:

The project serves 18 infants who have, or are suspected of having, hearing impairments in addition to other handicaps that may delay the child's communication development (moderate or severe developmental delay, neurological or seizure disorders, cerebral palsy, mental retardation, chronic illness, visual impairments, or emotional disorders). Economically disadvantaged minority infants are of special concern to the project.

PROGRAM FOR CHILDREN:

An interdisciplinary team identifies multihandicapped hearing-impaired infants and evaluates the implications of the multiple handicaps on the child's communication development. Children who need more specialized communication programming are served for a six-month intervention/diagnostic teaching period to help them develop rudimentary communication skills or to determine a system appropriate for the infant and family. Project staff members focus on the child's communicative needs while a community intervention program addresses the child's other needs.

MEASURES OF CHILD PROGRESS:

Most children are evaluated upon referral, at exit from the program, and one year after exit. The Bayley Scales of Infant Development, the Gesell Developmental Kit, the Uzgiris-Hunt Ordinal Scales of Psychological Development, and videotapes of parent and child interaction are used for assessment. Project-developed procedures are used to rate the pragmatic, semantic, and conversational turn-taking communication skills of the children.

PROGRAM FOR PARENTS:

The project tries to help each family understand their child's diagnosis and prognosis and actively participate in the treatment plan. The project offers educational lectures, short-term individual and group treatment, and classes in sign language and communication skills. Family members attend all diagnostic teaching intervention sessions.

FEATURES AND PRODUCTS:

The project will publish a detailing of risk factors for multiple handicaps and hearing impairments, a list of criteria for determining the educational significance of handicapping conditions, and a data base form for recording and organizing data from multifaceted evaluations.

ACTT
Activating Children Through Technology

ADDRESS: 27 Horrabin Hall
Western Illinois University
Macomb, Illinois 61455

PHONE: (309) 298-1634

YEAR OF FUNDING: 2

FISCAL AGENCY: Western Illinois University

DIRECTOR: Patricia L. Hutinger
OTHER STAFF TITLES: computer coordinator/adapter, child development computer specialists, programmer/adapter, trainer/programmer, secretary

CHARACTERISTICS OF TARGET POPULATION:

The project serves 50 children birth to age 6 years who have moderate to severe structural and functional handicaps. Families and project staff members are viewed as partners.

PROGRAM FOR CHILDREN:

The ACTT microcomputer curriculum fosters the child's expectations of control of the environment; provides communication; and develops autonomy, problem solving, and other selected preschool skills. The 0-3 curriculum uses the Macomb 0-3 Core Curriculum as a base prior to computer use. Commercial and project-developed software and switch-operated toys foster cause and effect concepts and help the child become accustomed to using a switch, a skill that leads to more sophisticated computer use. Children age 3 to 6 years use LOGO, which helps them acquire attending, sequencing, planning, classification, and directional/positional relationships. Activities have been developed to reinforce the transfer and generalization of skills prior to and after computer use.

MEASURES OF CHILD PROGRESS:

Descriptions of child use of computers are being developed and confirmed with the Behavior Interaction Tool. Single-subject studies to determine factors that hinder or help each child's progress have been designed and implemented. Record-keeping software is also being developed. Videotapes of sessions with selected children are analyzed, and a program to record and analyze behaviors has been coded and is being used.

PROGRAM FOR PARENTS:

Fathers and mothers are encouraged to participate in intervention sessions. Parents can come to meetings and receive newsletters and notes about child progress; they can come into the classroom and observe their children working with the computers; and they can actually conduct the intervention sessions. Parents review software and help choose programs based on their child's needs.

FEATURES AND PRODUCTS:

Project ACTT is producing manuals and software which will be available during 1985.

Indiana Network

ADDRESS: Center for Innovation in Teaching the Handicapped
2805 East 10th Street
Bloomington, Indiana 47401

PHONE: (812) 335-9761

YEAR OF FUNDING: 1

FISCAL AGENCY: Indiana University Foundation

DIRECTOR: Herbert J. Rieth
PRINCIPAL INVESTIGATOR: Pamela R. Terry
COORDINATOR: Barbara B. Fazio
OTHER STAFF TITLES: evaluator, curriculum specialist, secretary

CHARACTERISTICS OF TARGET POPULATION:

The project serves two rural Indiana public school districts that have early education programs. Ninety handicapped children age 3 to 5 years currently receive services. An additional 100 children birth to age 6 years are screened for developmental impairments.

PROGRAM FOR CHILDREN:

The educational component seeks to prepare mildly and moderately handicapped children for successful placement and maintenance in normal settings. The project's six classrooms use a developmental-interactionist model for instruction with a strong emphasis on systematic evaluation. The curriculum focuses on developing underlying cognitive and language concepts while enhancing play skills and social interactions. The approach is adapted from the Cognitively Oriented Curriculum and Responsive Curriculum models. Instructional objectives are based on the results of criterion-referenced assessments (Brigance Inventory of Early Development, Learning Accomplisment Profile).

MEASURES OF CHILD PROGRESS:

Child progress is measured in the classroom by observations, diagnostic probing and teaching, recording, modifying materials and instructions, and teacher self-evaluation (observational data is emphasized). Some norm- and criterion-referenced, pre/post data are also used. Computers are used to help analyze data.

PROGRAM FOR PARENTS:

A written needs assessment indicates materials and training parents seek. Parents also observe and participate in class, develop and review educational plans, apply educational techniques, and participate on the advisory board. Health, legal, social, medical, and education agencies collaborate to provide needed support.

FEATURES AND PRODUCTS:

The project will establish a statewide network of model service centers which will provide uniformly high-quality programs and investigate the utility of the microcomputer to improve problem-solving and language abilities in young handicapped children. Microcomputers will also be used to manage individual education plans and monitor the efficacy of student instruction.

Planning School Transitions: Family and Professional Collaboration

ADDRESS: Bureau of Child Research
223 Haworth Hall
University of Kansas
Lawrence, Kansas 66045

PHONE: (913) 864-3050
864-4295

YEAR OF FUNDING: 1

FISCAL AGENCY: University of Kansas

DIRECTOR: Susan Fowler
COORDINATOR: Ann Higgins Hains
OTHER STAFF TITLES: families coordinator, program assistant/teacher trainer, families assistant, secretary

CHARACTERISTICS OF TARGET POPULATION:

The initial target population consists of 25 to 30 mildly to moderately handicapped children age 3 to 5 years and their families. The project serves any child who has substantial learning or behavior problems but who can benefit potentially from placement in preschools or kindergartens with nonhandicapped children.

PROGRAM FOR CHILDREN:

The project's services include a transition-training model to prepare handicapped children in their current, specialized classroom placement for transition into less restrictive classroom placements. A three-part curriculum consists of: 1) a sequenced, individually-paced preacademic curriculum; 2) a behavioral skill curriculum to teach appropriate attentional, social, and mastery skills; and 3) a curriculum of transition (survival) skills to facilitate generalization of learned skills to new placements.

MEASURES OF CHILD PROGRESS:

Measures of child progress include the Kindergarten Survival Skills Checklist, developmental measures to document changes in child functioning within the major developmental areas, and a behavioral observation code to measure children's social adjustment to the new classroom and rates of teacher attention.

PROGRAM FOR PARENTS:

Parent involvement is a primary component of this project. The project attempts to: 1) help parents identify family and child needs; 2) develop and validate procedures for promoting family and professional collaboration in selecting and coordinating educational placements of children; 3) teach parents ways to monitor their child's progress; and (4) promote family participation in facilitating a child's adjustment and progress. Parent and teacher surveys are used to plan services and to evaluate satisfaction with child progress and placement.

FEATURES AND PRODUCTS:

A family systems approach is taken in assessing family skills and planning interventions for families. The project will conduct a cost analysis and will develop a manual describing the transition-training procedures and strategies to facilitate family and professional collaboration.

PREP-EDD

Parson's Regional Early Intervention Program — Evaluation, Demonstration, and Dissemination

ADDRESS: Bureau of Child Research
Parsons Research Center
Parsons, Kansas 67357

PHONE: (316) 421-6550
Ext. 395

YEAR OF FUNDING: 2

FISCAL AGENCY: University of Kansas

DIRECTOR: Lee Snyder-McLean
COORDINATOR: Valerie McNay
OTHER STAFF TITLES: preschool director; early childhood handicapped teachers; speech/language clinician; curriculum consultant; paraprofessional staff and professional consultants in psychology, motor, and social work

CHARACTERISTICS OF TARGET POPULATION:

The project serves handicapped or at-risk children birth to age 5 years in a rural area. To date, the project has served 37 children and their families.

PROGRAM FOR CHILDREN:

The project offers center- and home-based services including initial screening, interdisciplinary prescriptive evaluation, quarterly review of child progress, referrals to area agencies and specialists, help obtaining and organizing support services for families, a parent-child group, a three- and a five-day preschool, and a speech/language group. Programs focus on skills and behaviors that are functional in the child's daily living environment and require active learning on the part of the child.

MEASURES OF CHILD PROGRESS:

Child progress is assessed using the Parsons Preschool Curriculum, the Generic Skills Assessment Inventory, and the Specific Skill Competencies Checklist. Each child is routinely assessed by a speech/language clinician, an adaptive physical educator, and a psychologist. Program evaluation measures include the Developmental Profile, Preschool Language Scale, the Bayley Scales of Infant Development or the McCarthy Scales of Children's Abilities, and the Vineland Social Maturity Scale. The project documents achievement of the objectives specified in the individual education plan (IEP).

PROGRAM FOR PARENTS:

Each family participates in the assessment and IEP planning process and quarterly reviews. Supplementary activities include: needs assessments, classroom observations, newsletters, training to improve the way parents interact with other children, support groups, transition to next or joint placement services, and participation on the advisory board.

FEATURES AND PRODUCTS:

Features of the model include regional interagency administration; a flexible service delivery system; a multidimensional comprehensive curriculum; and use of a microcomputer for IEP management and monitoring performance.

Project Kid Link

ADDRESS: The Capper Foundation
3500 West 10th Street
Topeka, Kansas 66604

PHONE: (913) 272-4060

YEAR OF FUNDING: 1

FISCAL AGENCY: The Capper Foundation for Crippled Children

DIRECTOR: Julie Keller
OTHER STAFF TITLES: early and special education teachers, speech/language pathologist, social worker, physical therapist, occupational therapist

CHARACTERISTICS OF TARGET POPULATION:

The project serves 18 to 20 children age 2 years 9 months to school age who are primarily physically handicapped and have secondary handicaps in fine- and gross-motor, speech, language, cognitive, and social skills. Ten nonhandicapped preschoolers are also served.

PROGRAM FOR CHILDREN:

The project implements a reverse mainstreaming program. By offering full-time day care, the project attracts parents who enroll their nonhandicapped children in the existing program for developmentally delayed children. Staff members identify strategies and methods to facilitate interaction between handicapped and nonhandicapped children and the participation of nonhandicapped children as models in treatment.

MEASURES OF CHILD PROGRESS:

The extent to which individual objectives for each child are attained is documented by quarterly reviews of each child's individual education plan. Standardized measures of progress are used for all children.

PROGRAM FOR PARENTS:

Individual services are available for families based on a survey of needs. Members of the family may serve as classroom volunteers and participate in parent training sessions, in-home programs, parent discussion groups, and activities for siblings. A parent survey will be used to evaluate the quality of services received by parents.

FEATURES AND PRODUCTS:

Project staff at the Capper Foundation will prepare a blueprint for converting a traditionally segregated early intervention program in a special school setting into a more normalizing educational environment that includes both handicapped and nonhandicapped children. A booklet will be produced which describes how to adapt instruction and methods of service delivery to accommodate children with a broad range of abilities and educational needs.

INTERCHANGE
Inter-Reactive Early Child to Adult Exchange

ADDRESS: INTERCHANGE
REACH Preschool Developmental Center
P. O. Box 548
Winfield, Kansas 67156

PHONE: (316) 221-1200
Ext. 419

YEAR OF FUNDING: 2

FISCAL AGENCY: REACH Preschool Developmental Center

DIRECTOR: Ronald R. Pasmore
OTHER STAFF TITLES: case managers, secretary, pediatrician, psychologist, social worker, speech-language pathologist, physical therapist, early childhood specialists, audiologist

CHARACTERISTICS OF TARGET POPULATION:

The project serves children birth to age 3 years and their families in a largely rural area. Children are at risk, high risk, or established risk for developmental delays from biomedical and socio-ecological factors.

PROGRAM FOR CHILDREN:

Weekly intervention sessions are provided at the center or at home by a case manager who is an early childhood specialist. The case manager and the family assess the child's strengths and needs, set goals for the child, and develop family strategies to meet the goals. Project staff seek to improve or maintain optimum social interaction between the child and caregivers.

MEASURES OF CHILD PROGRESS:

Child progress is measured by periodic norm-referenced and criterion-based measures, including the Bayley Scales of Infant Development, the Early Learning Accomplishment Profile (LAP), the Hawaii Early Learning Profile (HELP), and the Vulpe Assessment Battery, and videotaped observations. Change in the relationship between the caregiver and the child is measured with periodic videotapes and administration of the Home Observation for Measurement of the Environment (HOME). All intervention goals and strategies for children are assessed in terms of their potential impact on the family.

PROGRAM FOR PARENTS:

Parents are helped to maintain or increase their independence in rearing a potentially disabled child. Parents and the case manager are equal partners in planning services for the children. Child assessment intervention session activities, information, participation with other parents, and information about nonproject resources are individualized based upon the parents' perception of their family's needs. Parents' satisfaction with services is periodically assessed by a questionnaire developed by the project. Analysis of videotaped interactions between caregivers and their children during home activities is used to train caregivers.

FEATURES AND PRODUCTS:

The project has adapted the Inter-Reactive Learning Strategies (INREAL, Weiss, 1981) for interventionists working with parents and parents interacting with their children. The project has also developed ways to design services to meet individual differences between families and has incorporated naturally occurring social interaction to build effective parenting strategies.

Direct and Indirect Service Delivery to Infants

ADDRESS: Rosenwald Child Development Center
Kentucky State University
Frankfort, Kentucky 40601

PHONE: (502) 227-6184

YEAR OF FUNDING: 1

FISCAL AGENCY: Kentucky State University

PRINCIPAL INVESTIGATOR: Herman Walston
DIRECTOR: Robert Kennoy
OTHER STAFF TITLES: teacher, support teacher, social worker, occupational therapist, psychologist, physical therapist, secretary, project evaluator

CHARACTERISTICS OF TARGET POPULATION:

The project serves 15 children of teenage and adult single-parent families. Children are birth to age 3 years and have a one-third or greater deficiency in at least two areas of development; the children's needs would not be met in regular programs. High-risk children also receive program services.

PROGRAM FOR CHILDREN:

Children receive at least one hour of training two to three times weekly. Training is primarily center based, with some home-based instruction as needed. The teacher and parent discuss the infant's past performance and determine and implement an instructional plan.

MEASURES OF CHILD PROGRESS:

Data from criterion- and norm-referenced measures are used to monitor the child's progress and the effectiveness of the program and the teachers. Norm-referenced tools used to assess child progress include the Early Learning Accomplishment Profile (LAP), the Learning Accomplishment Profile--Diagnostic Edition, the Brigance Inventory of Early Development, the McCarthy Scales of Children's Abilities, the Fairview Self-Help Scale, the Bayley Scales of Infant Development, and the Washington State Cooperative Curriculum Criterion Test.

PROGRAM FOR PARENTS:

The project offers monthly family life classes, parent groups, and counseling. Parents can participate directly in instructional planning, implementation, and evaluation. Individual notebooks of instructions and activities are developed by staff members and parents.

FEATURES AND PRODUCTS:

The project offers parents free transportation to the project and free day care for other children in the family while the parents attend the program with their handicapped or high-risk children. Staff members help parents locate and use other local services.

STEPS
Sequenced Transition to Education in the Public Schools

ADDRESS: Child Development Center
465 Springhill Drive
Lexington, Kentucky 40503

PHONE: (606) 278-0549

YEAR OF FUNDING: 1

FISCAL AGENCY: Child Development Centers of the Bluegrass, Inc.

PRINCIPAL INVESTIGATOR: Peggy Stephens
DIRECTOR: Rita Byrd
OTHER STAFF TITLES: social worker, teachers, parent coordinator/media specialist, speech pathologist, occupational therapist, physical therapist, secretary, bookkeeper, consultants, interagency coordinators

CHARACTERISTICS OF TARGET POPULATION:

The project will develop procedures to be used by agency preschools which serve 180 handicapped children birth to age 5 years with follow-up services to children age 6 years who have exited the preschool programs. Handicapping conditions of children served include one or more significant delays in major developmental areas (fine/gross motor, speech/language, cognition, and social/self-help skills). Severity ranges from mild to severe/profound levels.

PROGRAM FOR CHILDREN:

The goal of the project is to develop and implement a community-wide interagency model for facilitating the successful transition of handicapped children from preschool programs to the least restrictive environment placements in public schools. The project establishes an interagency agreement plan with the public school outlining how children will move from preschool into public school and how teachers and project personnel will collaborate to place the child in the least restrictive environment. Transitional class options will be developed according to each child's individual needs.

PROGRAM FOR PARENTS:

Parent involvement is a key factor in the successful transition of handicapped children from preschool programs to the public school. The project sponsors a multilevel parent program which includes group in-service, individual in-service, parent newsletter, a parent resource center network, and linkage to supplemental services. During the transition year, parents are informed of advocacy issues and are introduced to the various service options available to their children. Individual educational plans include objectives related to parent linkage to the public school.

FEATURES AND PRODUCTS:

The project has generated early childhood instructional objectives and a checklist of generic entry level skills for public school kindergarten, regular, and special education classrooms. Another document outlines appropriate instructional activities. A training package on how to use the early childhood objectives, the Entry Level Skills Checklist, and instructional activities is also available.

Preventive Intervention Project

ADDRESS: Department of Mental Health and Mental Retardation
Office of Children's Services
Room 411, State House Station 40
Augusta, Maine 04333

PHONE: (207) 289-3161

YEAR OF FUNDING: 1

FISCAL AGENCY: Department of Mental Health and Mental Retardation

DIRECTOR: Edward C. Hinckley
OTHER STAFF TITLES: assessment coordinator, service coordinator, secretary

CHARACTERISTICS OF TARGET POPULATION:

Approximately 80 infants will be identified and served each year. Risk categories include organic physical and mental handicaps, circumstances of birth, and environmental conditions that could be expected to lead to emotional or behavioral disorders or developmental delays. The program also serves the families of these infants.

PROGRAM FOR CHILDREN:

The project's objectives are: to institute comprehensive newborn screening procedures and subsequent assessment; to develop an interagency, multidisciplinary service system using existing service providers; to measure the effectiveness of the screening and service delivery systems; to provide staff development and training; and to disseminate the model throughout the state in anticipation of statewide replication. Screening to identify handicapped and at-risk children will take place during pregnancy, at delivery, or during the perinatal period. After assessment, these children will be referred to "Family Support Teams," drawn from private and public agencies for support services to the children and their families.

MEASURES OF CHILD PROGRESS:

Initial assessment will include the Dubowvitz Measure of Gestational Age; Apgar scores at one and five minutes; weight, length, and head circumference at birth; and congenital anomalies. The project also will use the Brazelton Neonatal Behavioral Scale, the Bayley Scales of Infant Development, the Stanford-Binet Intelligence Scale, the Behar Preschool Behavior Questionnaire, and the Kuhn-Roseman Social Scale and Symptom Checklist. Assessment results determine individual service plans and monitor child and family progress.

PROGRAM FOR PARENTS:

Parent-child interactions are measured using the Home Observation for Measurement of the Environment (HOME), structured home observation scales, and the Feeding Scale. Measures of family functioning include the Schedule of Recent Events, the Family Support Scale, and the Questionnaire of Resources and Stress.

FEATURES AND PRODUCTS:

The model was developed by staff members from a variety of agencies (Maternal and Child Health, Public Health Nursing, Social Services, Special Education, and Mental Health) working with parents of handicapped children. The project will conduct a cost-benefit analysis of its techniques.

Washington County Children's Program

ADDRESS: Washington County Children's Program
P. O. Box 311
Machias, Maine 04654

PHONE: (207) 255-3426

YEAR OF FUNDING: 2

FISCAL AGENCY: Child and Youth Board of Washington County

DIRECTOR: Janet Weston
OTHER STAFF TITLES: supervisor/trainer, first-level supervisors, community education coordinator, dissemination/demonstration coordinator, secretary, town home advisors, bookkeeper, family support specialist, occupational therapist, speech therapist

CHARACTERISTICS OF TARGET POPULATION:

The project serves handicapped children birth to age 3 years and their families in rural northeastern Maine. The parents must be willing to be involved and cooperate with programming for their child.

PROGRAM FOR CHILDREN:

The project trains local residents, known as town home advisors, to provide services to handicapped children and their parents. The project offers a combination home- and center-based program. The home-based facet of the program is designed to meet the specific needs of the child and the parent. On alternate weeks, when home visits do not occur, the parents, children, and staff members participate in a two-hour group session at the center.

MEASURES OF CHILD PROGRESS:

Children's progress is evaluated via formal pre- and post-assessments and through informal observation by town home advisors, supervisors, resource personnel, and parents. The project uses the Early Learning Accomplishment Profile, the Bayley Scales of Infant Development, and the Portage Behavior Checklist.

PROGRAM FOR PARENTS:

The project develops an individual education plan (IEP) for each child's primary caregiver. The IEP is based on assessment (using the NCAST Assessment Scales developed by the University of Washington School of Nursing) of the parent's skills in three areas: feeding, teaching, and the home environment. The parent and town home advisor work together to develop activities to improve the parent's skills in weak areas. A family support specialist works with the families and project staff members to provide supportive mental health services. The project offers parent support and education groups.

FEATURES AND PRODUCTS:

The project has developed a slide-tape show and is planning a second slide tape. They have developed newborn nursery kits that offer mothers information on a variety of topics and a list of community resources. Town home advisors and parents participate in ongoing community education programs to increase local understanding of the needs of handicapped children and their families. A public awareness information packet will be developed.

RURAL
Rural Utilization of Resources to Awaken Learning

ADDRESS: Project Rural
MSAD #62
Elmwood Road
Pownal, Maine 04069

PHONE: (207) 688-4832

YEAR OF FUNDING: 2

FISCAL AGENCY: School Administrative District #62

DIRECTOR: Irving H. L. Williams
OTHER STAFF TITLES: teacher, teacher aide, speech therapist, consultants, occupational therapist, physical therapist, psychologist

CHARACTERISTICS OF TARGET POPULATION:

The project serves nine to 12 children age 3 to 5 years. Most children accepted into the program display mild to moderate handicaps (developmental delays; emotional, social, or behavioral problems; physical handicaps; speech or language impairments).

PROGRAM FOR CHILDREN:

The project provides an integrated learning experience in a center-based classroom. The curriculum focuses on the development of the child's social, cognitive, and motor skills. Therapeutic sessions are interspersed with opportunities to participate in more traditional preschool experiences such as sand and water play, painting, and dress-up. In addition to individualized classroom experience, handicapped children may participate in other instructional experiences including individual tutorial sessions, specialized small-group instruction, and home-based training.

MEASURES OF CHILD PROGRESS:

Specific goals are set for the children. Children's progress on these goals is measured through observation and anecdotal records. Normative data is acquired using the McCarthy Scales of Children's Abilities. Parent checklists and conferences are also used to evaluate progress.

PROGRAM FOR PARENTS:

Parents are encouraged to use their talents and skills to contribute to the program. Parents may serve as aides in the classroom, make instructional materials, and host parent meetings. Activities for parents are based on identified needs and are provided by a parent support group.

FEATURES AND PRODUCTS:

The project provides written information about the project's model and contributes to the local school system's weekly newsletter. The project also produces its own quarterly newsletter to disseminate information about preschool special needs programs based in public schools. The model focuses on the use of existing resources from the school and community. A checklist of resources, a guide of key elements for program development, and assembled data related to cost effectiveness and child progress will be developed.

PACT
Parents and Children Together

ADDRESS: PACT
77 B Warren Street
Brighton, Massachusetts 02135

PHONE: (617) 783-7300

YEAR OF FUNDING: 1

FISCAL AGENCY: South Shore Mental Health Center

DIRECTOR: Geneva Woodruff
OTHER STAFF TITLES: child development specialists, psychiatric social worker, pediatric nurse, administrative assistant, consultants

CHARACTERISTICS OF TARGET POPULATION:

PACT serves 20 high-risk children and children with special needs birth to age 5 years whose parents are incarcerated or are being treated for alcoholism or drug addiction. Parents must be receiving services from an adult agency represented on the PACT board.

PROGRAM FOR CHILDREN:

This project acknowledges that parents' basic needs must be met before they can meet the needs of their children. The project offers direct and transition services to children and their families. The project brings together a board of adult, child, and social service agencies to form a transagency alliance which results in a comprehensive, family-focused service plan for children and their parents.

MEASURES OF CHILD PROGRESS:

Norm- and criterion-referenced instruments are used to assess rate of developmental growth at the initial assessment compared to the rate of growth at subsequent evaluations six months, one year, and two years after entry into the program. Children birth to age 3 years are assessed with the Michigan Infant Developmental Profile and the Hawaii Early Learning Profile. The McCarthy Scales of Children's Abilities and the Michigan Preschool Developmental Profile are used with children age 4 to 6 years.

PROGRAM FOR PARENTS:

First, families receive short-term, intensive, home-based services. Then, the families are supported and trained in advocacy skills while they are phased into existing community agencies and educational programs. Finally, follow-up support is provided to the family while consultation and technical assistance is provided to the accepting agency. The project also offers education and support groups for adult agency staff and parents.

FEATURES AND PRODUCTS:

The project will develop materials on the incarceration of, and substance abuse by, parents and the effects on children. The project will offer training modules and workshops on issues and strategies for working with high-risk children, children with special needs, and their high-risk parents. A procedures and policies handbook, an outgrowth of this transagency model, will also be published.

Pathways for Children

ADDRESS: Pathways for Children
3 Randolph Street
Canton, Massachusetts 02021

PHONE: (617) 828-6497
828-2440
Ext. 447

YEAR OF FUNDING: 2

FISCAL AGENCY: Enable, Inc.

EXECUTIVE DIRECTOR: Ellen Rudikoff
PROGRAM DIRECTOR: Sally Hunt
OTHER STAFF TITLES: play therapist, social worker, registered nurse, special educator, secretary

CHARACTERISTICS OF TARGET POPULATION:

The project serves children with life-threatening illnesses or degenerative diseases. Children served are birth to age 3 years and profoundly ill and at home; age 3 to 8 years and homebound due to their debilitating medical conditions; and age 3 to 8 years and able to function in a school setting.

PROGRAM FOR CHILDREN:

Project staff members try to maximize each child's developmental potential and increase each child's ability to cope with death and degenerative disease. Services are determined by the child's condition and may include individual play therapy and activity support groups. Staff members teach professionals to better serve dying children and support classmates of dying children.

MEASURES OF CHILD PROGRESS:

Specific intervention goals are established for each family at intake and are evaluated biannually. Other measures of progress come from questionnaires which address teacher involvement and support of the child, family support of the child, community awareness of the need for these services, involvement of the child in ongoing family activities, and maintenance of the child in the least restrictive environment.

PROGRAM FOR PARENTS:

Direct intervention includes support groups for parents and siblings, resource packets, instruction for home-care management, and resources. All services are aimed at maintaining the child in the least restrictive environment, preparing the family to cope with anticipated changing educational needs and services as the child's condition deteriorates, and maximizing choices available to the family.

FEATURES AND PRODUCTS:

Workshops, resource packets, and consultation are provided to educational and health professionals. Resource packets contain relevant information on particular illnesses, resources for professionals, and a curriculum adaptable to the child. The resource packets include bibliographies of materials for children and materials for parents on the topics of death, dying, loss, and grief. Workshops for teachers cover curriculum resources, socialization, medical prognosis, behavior management, and death and dying.

Infant-Toddler Demonstration Project

ADDRESS: Language & Cognitive Development Center
P. O. Box 270
Jamaica Plain, Massachusetts 02130

PHONE: (617) 522-5434

YEAR OF FUNDING: 2

FISCAL AGENCY: Language and Cognitive Development Center

CO-DIRECTORS: Arnold Miller and Eileen Miller

OTHER STAFF TITLES: child treatment specialist, family treatment specialist, secretary, family advocate, physical therapist, coordinator

CHARACTERISTICS OF TARGET POPULATION:

The project serves children under age 30 months who exhibit unusual social-emotional behavior patterns and developmental, speech, and language delays of six months or more. Typically, the children have neurological problems, exhibit autistic or autistic-like syndromes, or have experienced severe emotional or environmental deprivation. Over the three-year grant period, the project will screen about 60 children and initiate treatment for 20 to 30 children. One-third to one-half of the children served are Hispanic.

PROGRAM FOR CHILDREN:

The project provides screening, identification, and early intervention for children. Two one-hour sessions with the parent and child involve intensive cognitive developmental work within the structure of the child's relationship with the parent. Regular home visits are made monthly to generalize program activities from center to home.

MEASURES OF CHILD PROGRESS:

A therapist tracks the progress of the child and parent at each session and makes detailed assessments quarterly. Project staff members review information from: 1) the parent worker's report of parental response to therapy and observational techniques; 2) the child worker's report on the child's progress; 3) the LCDC Umwelt Scale, a system for coding the behaviors of the child and parent, used with the Umwelt Assessment (videotaping of the child in specific situations); and 4) the parent's rating of the program's effectiveness. Yearly progress is measured using pre and post administrations of standardized tests, including the Uzgiris-Hunt Ordinal Scales of Psychological Development, the Bayley Scales of Infant Development, the Sequenced Inventory of Communication Development, and the Home Observation for Measurement of the Environment.

PROGRAM FOR PARENTS:

Parents are required to help instruct their children and attend a seven-session parent education workshop. Parents receive emotional support from weekly parent support groups, therapy, family advocacy, sibling services, and sign-language classes.

FEATURES AND PRODUCTS:

The project plans to develop a booklet for parents and a film that explains early developmental problems.

Identification and Remediation of an At-Risk Preschool Population

ADDRESS: Children's Language Institute, Inc.
P.O. Box 211
Ludlow, Massachusetts 01056

PHONE: (413) 589-9161

YEAR OF FUNDING: 1

FISCAL AGENCY: Children's Language Institute, Inc.

DIRECTOR: Kathleen K. Mullins
COORDINATOR: Paul E. Quin
OTHER STAFF TITLES: speech-language pathologist/teacher, early childhood education/assistant teacher, social worker, consultants

CHARACTERISTICS OF TARGET POPULATION:

The project serves 12 neurologically impaired, language- and learning-disabled children age 2 1/2 to 4 years.

PROGRAM FOR CHILDREN:

The project prepares preschool, language- and learning-disabled children for successful entry into regular school and helps them attain a level of success commensurate with their level of intelligence. Children attend a half-day program five days weekly. A project-designed curriculum combines language and cognitive learning. Four normal children are enrolled in the classroom as peer models. A general preschool framework is used for class scheduling, though all curriculum is language based.

MEASURES OF CHILD PROGRESS:

Child progress is assessed formally and informally. Formal testing at the end of each year determines if the child has attained language abilities appropriate to his or her age. Follow-up and support is provided for the child and his or her public school teachers, up to and including grade two. The need for special education for project children is determined and compared to needs of children with similar deficits who were not part of a preschool program.

PROGRAM FOR PARENTS:

A social worker leads weekly group counseling sessions and parent workshops for training in child development and behavior management techniques. The speech/language pathologist visits each child's home to consult individually with the family about appropriate experiences for the child.

FEATURES AND PRODUCTS:

The project expects to develop a program that can be adapted for use in public schools or preschool centers. The program will include a screening instrument and a language-based curriculum.

Family Day Care Project

ADDRESS: Family Day Care Project
408 N. First Street
Ann Arbor, Michigan 48104

PHONE: (313) 662-1135
662-9511

YEAR OF FUNDING: 1

FISCAL AGENCY: Child Care Coordinating and Referral Services

DIRECTOR: Sylvia N. Jones
COORDINATOR: Ann Saffer
OTHER STAFF TITLES: psychological, education, medical, and evaluation consultants; program assistant

CHARACTERISTICS OF TARGET POPULATION:

This project trains 20 family day-care providers from Washtenaw County and pays for part-time care in family day-care homes for 20 children age 2 weeks to 8 years. Day-care providers register for a series of seminars and workshops. A special effort is made to reach those people already providing day care to handicapped children.

PROGRAM:

Twenty practical seminars span eight-month intervals. The curriculum focuses on four areas of special care: physical, cognitive, emotional, and sensory. Trainees are taught to observe and screen children, behavioral management, and special care techniques. Some seminars address parenting skills with emphasis on the interaction between children and the providers. Child development emphasizes understanding of developmental stages and how these relate to the planning of appropriate activities for children. Enrollees are exposed to issues related to the care of adopted, biracial, abused, neglected, and at-risk children and infants.

EVALUATION:

Evaluation of the quality of the interaction between infants and caregivers will be assessed. The project will also use feedback loops to help the day-care providers assess their ability to use the knowledge and skills they learn during training sessions. A survey of knowledge and attitudes of the caregiver before and after the training is also included in the evaluative process.

PROGRAM FOR PARENTS:

Parents, caregivers, and project staff members work together to form a list of social learning goals for the child. This plan forms the base from which an individual caregiving and play curriculum for each child is generated. Parents participate in group support sessions. Case management services are also offered.

FEATURES AND PRODUCTS:

The project is developing specific in-home training tapes for providers who cannot attend classes, a resource book for providers who work with handicapped children, and a videotape of providers working with handicapped children in their homes.

Detroit's Preschool Hearing-Impaired Support Center

ADDRESS: Goldberg School
1930 Marquette Avenue
Detroit, Michigan 48208

PHONE: (313) 494-2265

YEAR OF FUNDING: 2

FISCAL AGENCY: School District of the City of Detroit

DIRECTOR: Kay Gabe
COORDINATOR: Dawn Smith
OTHER STAFF TITLES: teacher, paraprofessional, evaluator, secretary

CHARACTERISTICS OF TARGET POPULATION:

The project serves seven hearing-impaired preschoolers from economically disadvantaged backgrounds. Project staff members encourage parents and families to become involved in program services.

PROGRAM FOR CHILDREN:

Children attend a center-based program five days weekly during the school year (39 weeks). The program's curriculum design emphasizes Piagetian concepts and theories with a primary focus on intellectual growth, language development (receptive and expressive), and social maturity. One-on-one language development skills are practiced daily with each pupil. Parents may work in the classroom as aides on a monthly basis.

MEASURES OF CHILD PROGRESS:

The project uses a wide array of methods and tools to assess student progress. The evaluation is objective-referenced and uses both standardized and nonstandardized tools. Standardized tests include the Grammatical Analyses of Elicited Language, Meadow-Kendall Social-Emotional Inventories, and the Kaufman-ABC or WISC-R. Independent time sampling of behaviors, questionnaires, and checklists are also used to measure goal attainment.

PROGRAM FOR PARENTS:

Parent and family services are a major component of the program. The project offers training sessions that deal with topics of interest to parents of hearing-impaired children. The center coordinates supplementary services which complement program goals. A Parents' Guild meets monthly to coordinate parent activities and serve as a forum for parents. A Parent Aide Program, which allows parents to participate monthly in the classroom program, teaches parents instructional techniques and skills that can be used at home. Activities for home and school are regularly provided. Parents meet with the teachers four times during the school year to discuss progress on objectives of their children's individual education plans.

FEATURES AND PRODUCTS:

The project's model departs from the traditional analytic orientation of programs for preprimary hearing-impaired children by focusing on cognitive development as a base for language, speech, and auditory learning. A replication package allows the model to be adapted to an entire program or to a single classroom in rural, urban, or suburban areas.

TRIP
Transactional Intervention Program

ADDRESS: TOTE-Woodhaven School District
Bates Elementary School
22811 Gudith
Woodhaven, Michigan 48183

PHONE: (313) 676-5458

YEAR OF FUNDING: 2

FISCAL AGENCY: TOTE-Woodhaven School District

DIRECTOR: Jacquelyn Pfalzer
COORDINATOR: Gerald Mahoney
OTHER STAFF TITLES: teacher/consultants and therapists representing the following specializations: visual impairments, emotional impairments, mental retardation, speech and language, occupational therapy, learning disabilities

CHARACTERISTICS OF TARGET POPULATION:

The project serves about 100 severely handicapped children birth to age 3 years and their families. Handicapping conditions may include physical handicaps, mental retardation, serious emotional disturbances, and visual or auditory impairments.

PROGRAM FOR CHILDREN:

The project uses a home-based, parent-centered curriculum design. The approach focuses on the interactions between parents and their children. Each week teachers work with parents to help them improve their children's development through effective patterns of parent and child interaction. The curriculum and procedures used are derived from the transactional model of development and seek to improve the child's affective emotional development, social skills, language, and cognitive ability.

MEASURES OF CHILD PROGRESS:

Teachers observe children at weekly meetings and assess individual developmental goals. Staff members evaluate patterns of interaction between the parent and the child. Every three months, parents are videotaped while playing with or teaching their children. A rater evaluates the global dimensions of maternal and child behavior using Likert Scale judgments and the Maternal and Child Behavior Rating Scale. Every six months, teachers evaluate interactions between parent and child.

PROGRAM FOR PARENTS:

Parents learn ways of responding to their children that sustain the children's interest, motivation, and curiosity. A teacher works in the home with the parent as a partner and offers support and encouragement, designates appropriate goals, and provides a model of desirable interactions.

FEATURES AND PRODUCTS:

Staff members will develop a teacher's guide to the transactional curriculum.

Project Dakota

ADDRESS: Developmental Learning Center, Inc.
750 South Plaza Drive
Mendota Heights, Minnesota 55120

PHONE: (612) 455-2335

YEAR OF FUNDING: 2

FISCAL AGENCY: Developmental Learning Center, Inc.

DIRECTOR: James McCaul
COORDINATOR: Linda Kjerland
OTHER STAFF TITLES: teacher, speech therapist, occupational therapist, teaching assistant, family service counselor, secretary

CHARACTERISTICS OF TARGET POPULATION:

Project Dakota serves families with children birth to age 4 years with one or more of the following: developmental delay of 20 per cent or more in at least one area of development, a diagnosed disorder highly correlated with developmental disability, or biological risk if the child is under age 12 months.

PROGRAM FOR CHILDREN:

Developmental assessments and the learning needs of the adults in the child's world determine the scope of the individual education plan. Each child's plan is reviewed and adjusted every three months. Services are offered in individual and group settings; the priority is to serve the child in natural nonsegregated environments as much as possible and to capitalize on family and community resources.

MEASURES OF CHILD PROGRESS:

Changes in children are documented using the Revised Gesell-Knoblauch. The extent of the child's movement to increasingly less restrictive environments is assessed. Other assessments include the Bobath First Assessment (modified), the Physical Therapy Developmental Assessment, direct handling and observation, the Sequenced Inventory of Communication Development, the Miller Assessment Profile, the Uzgiris-Hunt Ordinal Scales of Psychological Development, and the Vulpe Assessment Battery.

PROGRAM FOR PARENTS:

A staff member works directly with the family and coordinates team efforts. Families can participate in social events, support groups, one-to-one contacts with other families, as a parent outreach member (a parent who welcomes new families to the project), and in special interest groups. The project's Interaction Model is designed to help families interact effectively with their children.

FEATURES AND PRODUCTS:

The project has developed brochures to outline the referral network, orient new families, and describe the project. Videotapes demonstrate the model, and a photo display and a slidetape show parents sharing their perspectives. Topical papers, training packages, and a resource guide on interactional objectives in early intervention programming are available.

Clay County Coordinated Preschool Program

ADDRESS: Lommen Hall
Moorhead State University
Moorhead, Minnesota 56560

PHONE: (218) 236-2006

YEAR OF FUNDING: 2

FISCAL AGENCY: Clay County Vocational Center

DIRECTOR: Evelyn C. Lynch
COORDINATOR: Robyn R. Widley
OTHER STAFF TITLES: teachers, speech/language clinician, aide, secretary, consultants, occupational therapist, social worker, public health nurses

CHARACTERISTICS OF TARGET POPULATION:

The project serves infants and children birth to age 4 years who are handicapped or at risk for handicaps and reside in Clay County. Children have hearing or vision impairments, spinal cord defects, cerebral palsy, or recognizable syndromes associated with mental retardation which result in a developmental delay in one or more areas.

PROGRAM FOR CHILDREN:

Services for children are primarily center-based in an integrated preschool setting. Children are scheduled to receive classroom services depending on their individual needs. Those children who also require home programming are seen in the home by one of the representatives of the cooperating agencies involved in the program. Goals for children are determined following an assessment of needs.

MEASURES OF CHILD PROGRESS:

All children are assessed with the Uniform Performance Assessment Scale, Bayley Scales of Infant Development, and Stanford-Binet Intelligence Scale. Other instruments used for assessment are the Carolina Record of Infant Behavior, the Adaptive Performance Instrument, and the Carey Infant Temperament Scale. All children are reevaluated quarterly. Goal Attainment Scaling is used to determine the effect of instruction on short-term developmental and behavioral goals.

PROGRAM FOR PARENTS:

Parents help design their children's educational program by completing the Parent Inventory of Child Development in Non-School Environments. Levels of parent satisfaction and involvement are evaluated annually. The program attempts to address the unique needs of each family and make available varying levels of parent involvement.

FEATURES AND PRODUCTS:

This project is a cooperative effort of public schools and community agencies to demonstrate quality and comprehensive services for handicapped infants and toddlers in rural areas. The project plans to develop technical overview papers on various program components and to present workshops on the development of programs for handicapped preschoolers. The workshops will emphasize cooperation and coordination of public schools and community agencies.

Language Development Model
Choctaw Handicapped Children's Early Education

ADDRESS: Language Development Model
Education Program
Mississippi Band of Choctaw Indians
Route 7, Box 21
Philadelphia, Mississippi 39350

PHONE: (601) 656-5251

YEAR OF FUNDING: 2

FISCAL AGENCY: Mississippi Band of Choctaw Indians

DIRECTOR: Pamela Dalme
COORDINATOR: Pam Thornton
OTHER STAFF TITLES: parent training specialist, parent training aides, secretary

CHARACTERISTICS OF TARGET POPULATION:

The project serves handicapped Choctaw Indian children birth to age 5 years.

PROGRAM FOR CHILDREN:

Staff members visit the home once a week to teach and train parents. Meetings are held once a month for parents to share concerns and common problems raising children with special needs. The first effort of the program is to help parents understand their handicapped children. The goal of the program is to increase the children's language development. Materials from the Portage Parent Program and Portage Parental Behavior Inventory are used to help children's language development. Following the Portage Guide to Early Education, staff members write individual activity charts and language development guides that focus on traditional Choctaw arts and crafts (sewing, cooking, music, art, wood working, beading, basketry, weaving).

MEASURES OF CHILD PROGRESS:

Child progress is measured with the Developmental Profile II, the Peabody Picture Vocabulary, the Utah Test of Language Development, the Portage Guide to Early Education, the WISC-R, and the Leiter International Performance Scale. Individual educational programs and anecdotal information are used to record changes.

PROGRAM FOR PARENTS:

Parents are considered primary educators of their children. Staff members train parents to teach their children English language skills; refer families for medical, psychological, and social services; provide parents with education experiences; organize support groups; and involve parents in the planning and operation of the project.

FEATURES AND PRODUCTS:

The project serves a unique population of very young children who are native-language dominant, economically and educationally disadvantaged, and live in extreme rural isolation. This project has adapted and blended several existing curricula to make them relevant to Choctaw Indians. The result is a curriculum which uses the teaching and learning of traditional Choctaw Indian crafts to help parents and children increase their capacity to use the English language.

Mainstreaming Multihandicapped Preschool Children Using Trained Volunteers

ADDRESS: 3208 Lexington
Kansas City, Missouri 64124

PHONE: (816) 231-1533
YEAR OF FUNDING: 1

FISCAL AGENCY: University of Missouri

PRINCIPAL INVESTIGATORS: Carl F. Calkins and Winifred Dunn
COORDINATOR: Leslie Caplan
OTHER STAFF TITLES: research assistants, consultants, volunteers, evaluation design specialist, secretary, teaching assistants

CHARACTERISTICS OF TARGET POPULATION:

The project serves approximately 30 handicapped children age 6 months to 5 years. Handicapping conditions include cerebral palsy, mental retardation, autism, hydrocephaly, microcephaly, hearing and visual impairments, and language delay.

PROGRAM FOR CHILDREN:

The goal of the project is to develop a mainstreaming model that uses trained volunteers to implement individual education plans (IEP) in language development, socialization, and social integration with handicapped children in integrated settings. Children from a university-affiliated preschool for handicapped children are integrated on a part-time basis with children from an existing day-care center currently serving only nonhandicapped children. Trained volunteers help children in the transition process by providing instruction and guidance in identified goals and objectives.

MEASURES OF CHILD PROGRESS:

Volunteer teaching assistants collect data daily on each child. Over the course of the project, five measures will be accumulated on each child: 1) number of behavioral objectives accomplished, 2) rate of acquisition of each behavior, 3) total amount of time required to reach each objective, 4) number of IEP instructional objectives met successfully, and 5) the extent to which each handicapped child's behavioral repertoire is increased and becomes better matched with the Social Behavior Survival Inventory of Standards and Expectations.

PROGRAM FOR PARENTS:

Parents of children enrolled in the university-based preschool participate in a parent program which has three major components: 1) daily school-home communication, 2) monthly home visits by preschool staff, and 3) monthly meetings of a parent support group.

FEATURES AND PRODUCTS:

The university-affiliated preschool and day-care center are in the same building. This allows flexibility in the design of the integration program.

40 DEMONSTRATION

Blackfeet Rural Early Education Model

ADDRESS: Napi Educational Services, Inc.
Blackfeet Tribe Head Start
Browning, Montana 59417

PHONE: (406) 338-7370

YEAR OF FUNDING: 2

FISCAL AGENCY: Napi Educational Services, Inc.

DIRECTOR: Jess Seymour Boeder
OTHER STAFF TITLES: coordinator/occupational therapist, communication disorders specialist, intake manager, home trainers, integrated classroom teacher

CHARACTERISTICS OF TARGET POPULATION:

The project serves handicapped and at-risk Native American children birth to age 8 years who reside on the Blackfeet Reservation in a rural and remote region of north central Montana.

PROGRAM FOR CHILDREN:

Children progress from a home-based infant component to a center-based Headstart preschool experience, then to public schools. Primary emphasis is on a home-based stimulation program and toddler groups for children birth to age 3 years. Home trainers who share a common cultural background with the families schedule weekly toddler groups and home visits two to four times monthly to present new stimulation activities and to work directly with the child and parent. The parent is the child's primary teacher. Mildly to moderately handicapped preschoolers are integrated into the Blackfeet Headstart classrooms. The project's integrated classroom provides daily experiences for severely handicapped children and their nonhandicapped peers in a small-group setting. Home-based services are available to children geographically unavailable for Headstart services. The project promotes appropriate transition as children leave preschool education and enter the public schools.

MEASURES OF CHILD PROGRESS:

Norm-referenced measures, criterion-referenced measures, and clinical and behavioral observations are used to measure progress. Tools and techniques include the Denver Developmental Screening Test, the Bayley Scales of Infant Development, adapted the Uzgiris-Hunt Ordinal Scales of Psychological Development, the Sequenced Inventory of Communication Development, the Preschool Language Scale, the Preschool Language Assessment Instrument, the Peabody Motor Scales, and the new Pikuni Early Education Profile (PEEP).

PROGRAM FOR PARENTS:

Parents are involved at all levels of project operation and help develop individual education plans. Educational and support activities are offered in individual or group settings based on family need and preference.

FEATURES AND PRODUCTS:

The project features the identification and development of culturally relevant and sensitive approaches to early childhood special education programming in rural areas. This includes the identification and development of an assessment profile and curriculum, a training plan for rural paraprofessionals, and a parent involvement strategy that considers the family's culture.

Early Referral and Follow-Up

ADDRESS: Meyer Children's Rehabilitation Institute
444 South 44th Street
Omaha, Nebraska 68131

PHONE: (402) 559-7451

YEAR OF FUNDING: 2

FISCAL AGENCY: University of Nebraska Medical Center

DIRECTOR: Cordelia Robinson
COORDINATOR: Barbara Jackson
OTHER STAFF TITLES: medical liaison, clinical psychologist, maternal child health nursing specialist, infant/parent educators, psychologist, educational consultant, physical therapist, occupational therapist, speech pathologist

CHARACTERISTICS OF TARGET POPULATION:

Each year, the project serves about 100 children birth to age 3 years who experience long-term hospitalizations and are identified as handicapped (mental, motor, sensory) or at significant risk for developmental problems.

PROGRAM FOR CHILDREN:

After a child is referred by an attending physician, staff members identify the child and family's medical and educational needs through interdisciplinary evaluations using norm-referenced, criterion-referenced, and clinical assessments as appropriate. Staff members are then available for consultation and direct intervention services to children and primary caretakers during the child's hospitalization. Follow-up services emphasize the transition into public school services. Staff members provide liaison services among families, their school systems, and other agencies.

MEASURES OF CHILD PROGRESS:

The project measures child progress with norm-referenced, criterion-referenced, and clinical assessments. Instruments include the Brazelton Neonatal Behavioral Scales, the Bayley Scales of Infant Development, and the Uzgiris-Hunt Ordinal Scales of Psychological Development. Progress is also documented in each developmental domain.

PROGRAM FOR PARENTS:

Participation by parents is an integral part of the curriculum's design. The project seeks to help parents identify needs. The Teaching Skills Inventory assesses parents' skills in using developmental intervention.

FEATURES AND PRODUCTS:

The project's early link to local school districts expedites the delivery of services to chronically ill and hospitalized infants and toddlers. Products for dissemination will be developed to facilitate the provision of parent-mediated, interdisciplinary programs for hospitalized infants and toddlers. Materials may include specific training experiences for professional project staff, a format for individual education plans appropriate for hospitalized preschoolers, and a framework for designing parent interventions based upon family assessment tools.

HC-PREP
Handicapped Child and Parent Readiness Education Project

ADDRESS: Research and Educational Planning Center
College of Education
University of Nevada at Reno
Reno, Nevada 89557

PHONE: (702) 784-4921

YEAR OF FUNDING: 1

FISCAL AGENCY: University of Nevada, Reno

DIRECTOR: Larry (Smokey) Davis
OTHER STAFF TITLES: early childhood specialist, teacher assistant, graduate assistants

CHARACTERISTICS OF TARGET POPULATION:

This project serves severely and profoundly handicapped children birth to age 3 years and their families. The project expects to serve 45 children during the three years of the demonstration grant.

PROGRAM FOR CHILDREN:

The project offers group and individual sessions for each child and parent at the center. Biweekly home visits are provided. Based on assessment information and parent input, individual developmental goals are established in the area of cognition, communication, and motor and self-help. Therapy services are provided on a consultation basis. Nonhandicapped peers and siblings are involved in the program.

MEASURES OF CHILD PROGRESS:

Each child's progress on individual developmental goals is assessed weekly. Developmental goals are based on information gathered from the Early Intervention Developmental Profile, the Hawaii Early Learning Profile, and Scales of Sensorimotor Development based on the Uzgiris Hunt Ordinal Scales of Psychological Development. Interactions between parents and children are videotaped regularly and assessed.

PROGRAM FOR PARENTS:

The project works to enhance interactions between parents and children. Parents are asked to be present and to participate in all educational sessions with their child. The project offers parent-to-parent groups, group parent-child sessions in the classroom, and parent sessions led by a parent trainer. Classes are offered in topics such as child development, advocacy, legal issues, and coping with stress. Parents are involved in project planning, assessment, implementation, and evaluation.

FEATURES AND PRODUCTS

The project conducts pre-service and in-service staff development activities and, through the University of Nevada at Reno, provides a site for professional pre-service training.

COPING
Children's Optimal Progress in Neurodevelopmental Growth

ADDRESS: Pediatric Rehabilitation Department
John F. Kennedy Medical Center
2050 Oak Tree Road
Edison, New Jersey 08820

PHONE: (201) 548-7610

YEAR OF FUNDING: 2

FISCAL AGENCY: John F. Kennedy Medical Center

CO-DIRECTORS: G. Gordon Williamson and Shirley Zeitlin
COORDINATOR: Margery Szczepanski
OTHER STAFF TITLES: psychologist, occupational therapist, special educator, speech and language pathologist, physical therapist, nurse

CHARACTERISTICS OF TARGET POPULATION:

COPING serves 25 families with children birth to age 3 years who have neuromotor dysfunction as evidenced by abnormal muscle tone, postural instability, developmental delay, and problems of sensory integration.

PROGRAM FOR CHILDREN:

The COPING program integrates medical, therapeutic and educational services designed to help children achieve optimal progress in neurodevelopmental growth. Intervention focuses on increasing the children's developmental capabilities in the areas of postural control, mobility, manipulation, cognitive processing, and communication. Specific strategies are used to help the children learn to cope more effectively in their day-to-day environments. Children receive services one to three days per week in center- or home-based settings.

MEASURES OF CHILD PROGRESS:

Children's progress is measured through pre- and posttesting of developmental skills and adaptive behavior patterns. Assessment instruments include the Coping Inventory, the Early Coping Inventory, the Milani-Comparetti Motor Development Screening Test, the Uzgiris-Hunt Ordinal Scales of Psychological Development, and the Hawaii Early Learning Profile.

PROGRAM FOR PARENTS:

A Coping with Stress model is used as the basis for intervention with families. Parents use self-rated assessment instruments to identify their stressors, coping resources, and vulnerabilities, and collaborate with COPING staff to develop personalized family intervention plans.

FEATURES AND PRODUCTS:

COPING is testing two original models of intervention. Services to children are based on the Coping through Personalized Learning model. A monograph series and computer software are being developed for its dissemination. Services to families, based on a Coping with Stress model, will be described in a family intervention manual. The early Coping Inventory (research edition) assesses adaptive behavior patterns and sensory motor responsiveness of children who function developmentally from age 4 to 24 months.

Language Interaction Intervention Project

ADDRESS: Medical Education Building CN19
Rutgers Medical School - UMDNJ
New Brunswick, New Jersey 08903

PHONE: (201) 545-1739

YEAR OF FUNDING: 2

FISCAL AGENCY: Rutgers Medical School

DIRECTOR: Michael Lewis
COORDINATOR: Lucille Weistuck
OTHER STAFF TITLES: pediatric trainer, research assistant, speech pathologist

CHARACTERISTICS OF TARGET POPULATION:

The project serves children age 30 months to 5 years who exhibit cognitive and language delays; approximately one-third of the children are from families at or below the poverty level. The project trains physicians to screen for children who have emerging language but are exhibiting language delays.

PROGRAM FOR CHILDREN:

The project is designed to train mothers to communicate effectively with their children and to improve their children's communication. Children and mothers receive two hours of programming twice weekly. For the first hour of programming, mothers and children are separated. Mothers are trained in the use of language and application of specific techniques. Children are involved in developmentally appropriate activities with a speech pathologist. During the second hour, mothers participate in the classroom with their children.

MEASURES OF CHILD PROGRESS:

Changes in responsive and initiative behaviors of mother and child are evaluated. Measures of child communication include the Mother-Child Language Interaction Scale and the child's observed MLU (mean length of utterance). Standard psychometric tests are used to determine if the intervention program affected the child's general cognitive performance.

PROGRAM FOR PARENTS:

Mothers participate in biweekly training sessions designed to: 1) increase understanding of principles of early language development; 2) increase understanding of how their own speech contributes to the children's language development; 3) increase ability to map the objects, events, and actions in the children's seeable world; and 4) increase ability to respond contingently to their children's communications. Mothers participate in classroom activities with their children and practice skills and techniques learned in the workshops. Biweekly home visits are made to encourage generalization of skills from the classroom to the home.

FEATURES AND PRODUCTS:

A manual will be developed that details the theoretical frameworks of the program, the actual strategies to be used, and the manner in which strategies can be incorporated into daily activities. The manual is designed to be a practical tool for practitioners to use in the classroom.

GAP
Parent-Infant Growth, Advocacy and Planning

ADDRESS: University of New Mexico
School of Medicine
Department of Pediatrics
Albuquerque, New Mexico 87131

PHONE: (505) 277-4361

YEAR OF FUNDING: 1

FISCAL AGENCY: University of New Mexico, School of Medicine

DIRECTOR: Ginny Munsick-Bruno
OTHER STAFF TITLES: clinical assistant, occupational therapist, nurse, systems specialist, environmental analyst, program consultants, educational specialist

CHARACTERISTICS OF TARGET POPULATION:

The children and families served by this project receive care within the university's newborn intensive care unit. Over 530 premature or critically ill infants are admitted to the unit each year. Over half the children are Hispanic or Native American.

PROGRAM FOR CHILDREN:

The primary goal of this project is to apply an integrated medical/developmental intervention model that maximizes the developmental potential of the parent and infant. Developmental intervention is designed to fit naturally into the medical routine. Training activities, routines, and materials prepared for parents, nurses, and volunteer cuddlers promote optimal development during daily activities such as diapering, feeding, and medical procedures. Specific intervention programs are designed and implemented when needed. The parent's relationship with the infant is defined by direct teaching, modeling, repetition, and positive reinforcement. Parents are encouraged to learn about their children, about services and service systems available, and how to advocate for their children after discharge. Continued infant assessment and support to parents is available.

MEASURES OF PROGRESS:

Staff members observe the child's positions and environment and the way the parent and the nurse handle the infant. Nurses' notes about the child's development and responsiveness are examined, and parents provide feedback about the care their children received in the newborn intensive care unit. Professionals offer feedback about their relationships to the infants and parents and their own participation in the project.

FEATURES AND PRODUCTS:

The project will develop a process to assess the project's environment in order to identify areas into which development can be incorporated. A procedural guide on how to integrate developmental services within the environment and a developmental handbook describing services and activities that can be integrated will be produced.

A Continuum of Services in Rural Northern Mexico

ADDRESS: Las Cumbres Learning Services, Inc.
P. O. Box 1362
Espanola, New Mexico 87532

PHONE: (505) 753-4123

YEAR OF FUNDING: 2

FISCAL AGENCY: Las Cumbres Learning Services, Inc.

DIRECTOR: Patricia Tompkins-McGill
COORDINATOR: Judy Kimmel
OTHER STAFF TITLES: teachers/trainers, paraprofessionals, physical therapist, speech therapist, secretary/bookkeeper.

CHARACTERISTICS OF TARGET POPULATION:

The project serves children birth to age 8 years who are at risk or who have a range of handicapping conditions from mild to severe/profound. A large percentage of the population served is Hispanic and Native American. The majority of the children served are under age 5 years. A continuum of services is offered throughout a large rural region.

PROGRAM FOR CHILDREN:

There are five program components: 1) a severe/profound classroom and training center; 2) a mainstream (integrated) classroom; 3) rural satellite preschool services (including an infant home-bound model); 4) resource support to mainstreamed children; and 5) a resource and materials library. Two classrooms operate from 9 a.m. to noon, three days weekly. Curriculum ideas for the severe/profound class come from the Hawaii Early Learning Profile (HELP), the Carolina Infant Curriculum, and other works that provide sequential programming and assessment methods. The mainstream classroom uses as curriculum guides the Portage Guide to Early Education, the Learning Accomplishment Profile, Brigance Inventory of Early Development, and the Guide for Integrating Handicapped and Non-Handicapped Children (Albuquerque Special Preschool). The rural satellite center receives, screens, and assesses referrals; provides direct service; trains personnel; and provides support services. The direct service component follows a home-based model and uses a member of the transdisciplinary team to act as case manager or home programmer. One-hour home visits are scheduled weekly.

MEASURES OF CHILD PROGRESS:

Success on individual objectives and performance on standardized tests of child development are used to measure child progress.

PROGRAM FOR PARENTS:

Families enrolled in the project have access to a bilingual lending library. The project also offers a variety of other services to help parents and families cope with their children's handicaps. Parents are encouraged to observe their children at the project, to carry out learning activities at home, and to help plan and evaluate the program. Parents of children enrolled in the home-based program receive training at home.

FEATURES AND PRODUCTS:

Trilingual service capabilities exist. Some materials contained in the library or designed for dissemination will be written in Spanish and English.

Young Babies, Young Moms
A Training Program for Adolescent Mothers

ADDRESS: Cantalician Foundation, Inc.
3233 Main Street
Buffalo, New York 14214

PHONE: (716) 833-5353

YEAR OF FUNDING: 1

FISCAL AGENCY: Cantalician Foundation, Inc.

DIRECTOR: Sharon Lansing
COORDINATOR: Sister M. Lorita
OTHER STAFF TITLES: supervisor, teacher/trainer, data collectors, nurse, physical therapist, occupational therapist, volunteers

CHARACTERISTICS OF TARGET POPULATION:

This project serves 32 single teenage mothers. The mothers must be unfamiliar with child-care community services; have an at-risk, handicapped, or developmentally or physically delayed infant from age 3 weeks; have a definite need to secure information about educational programs for their children; and be economically disadvantaged.

PROGRAM FOR MOTHERS AND CHILDREN:

Classes convene three times weekly and cover topics in education, psychosocial development, health care, and family services. Classes continue for seven and a half months and are followed by home visits for three months. The curriculum is an expanded version of the Infant Stimulation/Mother Training material which focuses on teaching child development to young mothers and improving the amount and quality of interaction between mother and infant. The project also helps mothers develop home management, budgetary, and community adaptation skills. A Family Service component of the project uses a curriculum from the Cantalician Center for Learning's Specialized Family Program. Toddlers can attend a class three times weekly (the mother attends once a week). The curriculum for this component is drawn from the Infant and Toddler Learning Program.

MEASURES OF CHILD PROGRESS:

The Bayley Scales of Infant Development is used as a pretest for all children. Posttests are administered biannually and at program exit. The Bzoch-League Receptive-Expressive Emergent Language Scale (REEL), Brigance Inventory of Early Development, and occupational-physical therapy evaluations are also used.

FEATURES AND PRODUCTS:

The project will produce a series of videotapes for in-house use which will cover areas of child development. The project will also produce for illiterate mothers an illustrated version of the curriculum described above and a "Baby Book" for mothers to use to record health and immunization data, milestones in child development, and important phone numbers. To help others replicate the model, staff members are developing an implementation manual which will address the project's needs, timetables, resources, and networking efforts.

TIPS
Television Instruction for Parent Support

ADDRESS: TIPS
460 West 34th Street
New York, New York 10001

PHONE: (212) 563-7474

YEAR OF FUNDING: 1

FISCAL AGENCY: Young Adult Institute and Workshop, Inc.

DIRECTOR: Joel M. Levy
COORDINATOR: Susan Danis
OTHER STAFF TITLES: curriculum consultant, coordinator of public affairs, social work consultant, secretary

CHARACTERISTICS OF TARGET POPULATION:

The project will reach about 500 mentally retarded infants and young children, their parents, and other family members who reside in the New York City metropolitan area and Westchester County.

PROGRAM FOR CHILDREN AND PARENTS:

Through a project-developed weekly television series, families receive training, counseling, crisis intervention, life planning, information and referral services, and other support services essential to the maintenance of a handicapped child in the community. By affording a cost-effective, comprehensive, coordinated network of support in the most accessible place--the home--the project expects to help avert unnecessary family dissolution and institutional placement of disabled children. A hotline staffed by trained individuals guides parents to appropriate resources.

FEATURES AND PRODUCTS:

Written training manuals, companions to each program, will be developed and made available to viewers. A brochure describing the TIPS television series and hotline will also be developed and distributed throughout the target area and especially to families from low-income, high-risk, and minority groups.

CHIME
Children who are Hearing Impaired in Mainstreamed Environments

ADDRESS: Harold D. Fayette School
1057 Merrick Avenue
North Merrick, New York 11566

PHONE: (516) 486-7711

YEAR OF FUNDING: 1

FISCAL AGENCY: Board of Cooperative Educational Services (BOCES) of Nassau County

DIRECTOR: Maureen Metakes
COORDINATOR: James Elliott
OTHER STAFF TITLES: teacher trainer, psychologist, audiologist, secretary

CHARACTERISTICS OF TARGET POPULATION:

The project serves six to eight hearing-impaired children age 2 to 5 years who attend the BOCES Program for the Hearing Impaired. Degree of hearing loss ranges from mild to profound.

PROGRAM FOR CHILDREN:

Children attend a mainstream program at a demonstration preschool site up to three mornings weekly. The remaining time is spent at the BOCES Hearing Impaired Preschool Program. Length of time for placement varies according to each child's individual education plan (IEP). The project-developed curriculum used in demonstration mainstream sites is an adaptation of traditional nursery school activities. Prototype preschool sites that will serve as demonstration centers include a regular nursery school, a day care center, a mother/child play group, and nursery schools affiliated with religious institutions.

MEASURES OF CHILD PROGRESS:

Baseline data is collected on all children. The project uses the following instruments annually: Assessment of Children's Language Comprehension, the Beery Developmental Test of Visual Motor Integration, Hiskey-Nebraska Test of Learning Aptitude, Meadow Kendall Social-Emotional Assessment Inventory for Deaf Students, SKI*HI Language Development Scale, SKI*HI Receptive Language Test, and the Learning Accomplishment Profile. Ongoing assessment of each child's progress is monitored through systematic observation and update of IEP objectives.

PROGRAM FOR PARENTS:

Activities center around training parents to teach their children communication skills at home. Parents of mainstreamed children attend monthly parent education classes which focus on project-related information. Parents of both handicapped and nonhandicappped children can attend workshops and orientation sessions pertaining to the mainstreaming of hearing-impaired children. Parents of handicapped children attend conferences about their children's IEPs and help gather data.

FEATURES AND PRODUCTS:

The project will provide ongoing training and support to teachers of mainstreamed hearing-impaired children in nursery schools and day-care centers.

Creating Least Restrictive Options

ADDRESS: Jowonio School
215 Bassett Street
Syracuse, New York 13210

PHONE: (315) 479-7744

YEAR OF FUNDING: 2

FISCAL AGENCY: Syracuse University

DIRECTOR: Ellen B. Barnes
OTHER STAFF TITLES: consulting teacher, psychologist, evaluation assistant, secretary

CHARACTERISTICS OF TARGET POPULATION:

The project serves children who are autistic, emotionally handicapped, or multihandicapped. Children age 3 to 5 years attend the demonstration classroom, and children age 3 to 7 years participate in the consultation component.

PROGRAM FOR CHILDREN:

The project operates a model mainstreaming program with four classrooms, each serving 12 to 15 students. Each classroom has a ratio of two nonhandicapped children to one child with special needs. A speech and language therapist works with the children daily. The project helps with placement of children in mainstream classrooms by working with the classroom teacher, providing crisis intervention, and introducing materials on integrated programming for teachers and administrators.

MEASURES OF CHILD PROGRESS:

Children's developmental progress is measured with techniques outlined in the Developmental Therapy Curriculum and on instruments such as the Early Learning Accomplishment Profile. The effects of integration on social interaction are assessed by videotaping the children's actual interactions and behaviors and coding these tapes using a system developed by the project.

PROGRAM FOR PARENTS:

Parents are invited to participate in parent groups and community workshops. Parents may also receive at-home and in-school training and intensive consultation.

FEATURES AND PRODUCTS:

The project offers a field-based seminar on teacher behaviors that helps integrate handicapped and nonhandicapped children. The project will develop manuals on mainstreaming and related topics for administrators, teachers, and parents.

Sunrise

ADDRESS: Family, Infant, and Preschool Program
Western Carolina Center
200 Enola Road
Morganton, North Carolina 28655

PHONE: (704) 433-2865
433-2661

YEAR OF FUNDING: 2

FISCAL AGENCY: University of North Carolina at Charlotte

DIRECTOR: Carl J. Dunst
COORDINATOR: R. A. McWilliam
OTHER STAFF TITLES: model demonostration coordinator, co-op managers, project evaluator, clerk typist

CHARACTERISTICS OF TARGET POPULATION:

The project serves 40 to 50 mildly to profoundly handicapped children and their parents. The children range in age from birth to age 6 years and have handicaps which include mental retardation and speech, hearing, vision, orthopedic, and other health impairments.

PROGRAM FOR CHILDREN:

The project operates six center-based parent cooperative preschools in rural western North Carolina. The centers average six children each and are open two half-days weekly, year-round. Parents work in the classrooms as teachers. The classroom program targets appropriate behavior, social interactions, preacademic preparation, independence, and high engagement levels. A major focus is the children's attentional and active engagement with adults, peers, and the physical environment.

MEASURES OF CHILD PROGRESS:

Transdisciplinary assessments are conducted upon entry into the program and are updated quarterly. Overall progress is assessed via the Griffiths Mental Development Scales, the Sequenced Inventory of Communication Development (SICD), and other instruments as needed. Ongoing progress is monitored using project-developed behavior monitoring routines and engagement rating scales and the Griffiths. The project is exploring alternative indices of child outcomes as part of its model development.

PROGRAM FOR PARENTS:

Co-op managers teach parents basic child care, intervention, and behavior monitoring routines. These routines are designed to give parents the necessary skills and competencies to function as preschool teachers, to enhance the children's behavior and development, and to measure the children's acquisition of target behaviors. Parents help with management, teaching, keeping records, and maintaining the center. Siblings of the handicapped children attend the co-ops, and special training events are scheduled for parents as needed.

FEATURES AND PRODUCTS:

Project SUNRISE has produced the Operations and Management Guide which describes procedures for establishing co-op programs; procedures for training parents to implement basic child care, intervention, and behavior monitoring routines; and innovative teaching methods for preschoolers with and without handicaps. The project has developed systems for rapid and efficient parent training, efficient use of program time, and maximum parental involvement.

First Years Together

ADDRESS: First Years Together
501 S. Boylan Avenue
Raleigh, North Carolina 27603

PHONE: (919) 755-6935

YEAR OF FUNDING: 2

FISCAL AGENCY: Wake County Public School System

DIRECTOR: Lanelle Taylor
OTHER STAFF TITLES: assessor/intervenor, infant/parent resource specialist, family counselor, secretary

CHARACTERISTICS OF TARGET POPULATION:

The project serves 40 high-risk infants birth to age 2 years and their families. Infants are premature, have been hospitalized in a neonatal intensive care unit for at least two weeks, and have not been diagnosed as having cerebral palsy or other serious brain damage. At least half of the children come from low-income families who depend on public support.

PROGRAM FOR CHILDREN:

The project follows the Assessment-as-Intervention model. Development is assessed via observations by the parent and a professional; the assessment process becomes an intervention affecting a parent's child-rearing attitudes, beliefs, knowledge, and behavior. A series of ten assessment-intervention sessions are conducted. The setting for interventions may shift from home to center, according to family preference.

MEASURES OF CHILD PROGRESS:

The Brazelton Neonatal Behavioral Assessment Scale is administered during the first three sessions. Two months after hospital discharge, the Bayley Scales of Infant Development is used. Measures of child behavior characteristics are examined at age 2, 12, and 24 months.

PROGRAM FOR PARENTS:

Parents advise staff members involved in overall project planning and serve as primary intervenors with their children and as evaluators of their own progress and of the overall program. Parents also participate in demonstration and dissemination activities. Individual counseling is provided on request and planning support groups are available. The project measures outcomes of parents' attitudes, values, and beliefs about parenting and development; knowledge of infant development; parental control; and psychological well-being. Quality of interactions between parent and child is assessed at age 12 and 24 months.

FEATURES AND PRODUCTS:

At least 15 public health nurses will be trained in the model. Each nurse accompanies an assessor/intervenor on home visits. At first, the nurse is an observer, then gradually takes full responsibility for implementing assessment intervention procedures. A resource room for families will be available.

VIPP Project
Volunteers in Parnership with Parents

ADDRESS: VIPP Project
210 W. Liberty
Williamston, North Carolina 27892

PHONE: (919) 792-6989

YEAR OF FUNDING: 2

FISCAL AGENCY: East Carolina University

DIRECTOR: Lynda Nelson
OTHER STAFF TITLES: head teacher, paraprofessional, parent and volunteer coordinator, clerk/typist, consultants (O.T., P.T., speech therapists)

CHARACTERISTICS OF TARGET POPULATION:

The project serves moderately and severely/profoundly retarded and multihandicapped children birth to age 6 years and their parents. The families live in a poor, rural area.

PROGRAM FOR CHILDREN:

The project offers services at home and in the center. Children under age 2 years participate in the home program, with biweekly visits from VIPP staff. Children age 2 to 6 years attend the VIPP Project center three days weekly. A combination of a developmental and behaviorally implemented instructional approach is used. The teacher and paraprofessional have primary responsibility for direct intervention with children. The curriculum includes the Carolina Curriculum for Handicapped Infants, the Portage Guide to Early Education, the Peabody Language Development Kit, and the Oregon Project for Visually Impaired and Blind Preschool Children.

MEASURES OF CHILD PROGRESS:

Baseline information on the child is established during transdisciplinary assessment carried out by the staff at the Developmental Evaluation Clinic at the university. Follow-up evaluations are completed every 12 months. Criterion-referenced tools, including the Brigance Inventory of Early Intervention, are used for ongoing evaluation of the children's progress.

PROGRAM FOR PARENTS:

Parents and their volunteer partners receive formal and informal instruction about normal child growth and development, behavior management, cognitively oriented stimulation activities, and caregiving skills. A parent and partner group meets monthly to provide emotional support, along with specific training in skills that foster a handicapped child's development. Individually designed parent-partner plans specify goals and objectives for parents and their partners to accomplish with the children.

FEATURES AND PRODUCTS:

A unique feature of this project is the use of family members or close friends to serve as "partners." These partners are trained along with the parents to provide support to the parent and quality respite care. The project plans to produce two documents, the VIPP Volunteer Handbook and a VIPP Implementation Manual, to provide information other rural early intervention projects will need in order to adopt the VIPP model.

A Social Communicative Intervention Model

ADDRESS: Children's Hospital Medical Center of Akron
281 Locust Street
Akron, Ohio 44308

PHONE: (216) 923-4535

YEAR OF FUNDING: 2

FISCAL AGENCY: Children's Hospital Medical Center

DIRECTOR: Philippa Campbell
OTHER STAFF TITLES: parent/programming coordinator, psychologist, psychological assistant, speech and language pathologist, intervention coordinator, neurodevelopmental therapist, intervention specialists, secretary

CHARACTERISTICS OF TARGET POPULATION:

The project serves term or near-term infants who have suffered from asphyxia with subsequent clinical evidence of hypoxic encephalopathy. Over the course of three years, the project will serve 30 children.

PROGRAM FOR CHILDREN:

The three-year curriculum has four phases and attempts to develop competence in social communication. Phase I, Primary Caregiver/Infant Interaction (one hour weekly, increased as needed), focuses on physical readiness for communication and play dialogue. Phase II, Intentional Nonverbal Communication (one hour four times weekly), attempts through individual and group treatments to help the child demonstrate nonverbal communication. Phase III, Initial Verbal (Symbolic) Intervention, attempts to establish a core vocabulary of ten symbols. Phase IV, Expanding Verbal (Symbolic) Skills, focuses on the establishment of multiword combinations.

MEASURES OF CHILD PROGRESS:

A modification of the Als (1982) Monadic Scoring System for Interaction Involvement and videotapes of sessions are used to evaluate child behavior. Developmental assessments are conducted every six to 12 months using the Brazelton Neonatal Assessment Scales, the Bayley Scales of Infant Development, and neurological and medical assessments.

PROGRAM FOR PARENTS:

The project develops individual family plans and tries, through training, to inform families about handicapping conditions, help parents be therapeutic agents, help parents obtain services from outside agencies, and help parents develop skills to cope with the stresses of rearing a handicapped child.

FEATURES AND PRODUCTS:

A close collaborative relationship with the neonatal intensive care unit will serve as a resource as the project attempts to develop, validate, and replicate an interagency service delivery model.

TEACH
Training and Educational Assistance for Children with Handicaps

ADDRESS: South Gate School
3041 Cleveland Avenue
Canton, Ohio 44707

PHONE: (216) 875-3347
492-8185
YEAR OF FUNDING: 2

FISCAL AGENCY: Stark County Board of Mental Retardation and Developmental Disabilities

CO-DIRECTORS: Larry Muschkat and Ken De Paola
OTHER STAFF TITLES: teacher, instructor assistants, language specialist

CHARACTERISTICS OF TARGET POPULATION:

The project serves 95 preschool children birth to age 6 years who have substantial developmental disabilities according to the rules established by the Ohio Department of Mental Retardation and Developmental Disabilities.

PROGRAM FOR CHILDREN:

The project provides a comprehensive multidisciplinary program for handicapped preschool children in settings integrated with nonhandicapped peers. Infants and their parents receive one hour of training weekly, focusing on the sensorimotor development of the child. Toddlers attend a half-day integrated program based on the Uzgiris-Hunt Ordinal Scales of Psychological Development. The preschool program operates five days weekly during the regular school year and focuses on the development of skills that are critical to success in a mainstream environment. The children begin the program in self-contained classrooms located in a regular public school. Gradually, students are mainstreamed into existing classes for nonhandicapped children.

MEASURES OF CHILD PROGRESS:

The Early Learning Accomplishment Profile is used weekly to assess the progress of infants enrolled in the program. Toddler progress is determined daily using the Uzgiris-Hunt Ordinal Scales of Psychological Development. The progress of children enrolled in the preschool program is compared weekly against criterion-referenced measures. The children's growth in adaptive behavior is assessed using the Preschool Attainment Record and the Coping Analysis Schedule for Educational Settings.

PROGRAM FOR PARENTS:

Parents of children in the infant or toddler component are required to participate. Daytime respite care for children is provided so that parents can attend weekly workshops and training sessions, including a nine-month series on behavior management, social learning theory, human growth and development, and personal growth and development. Parents of children in the preschool component receive similar services, with the exception of respite care.

FEATURES AND PRODUCTS:

The project conducts community awareness and child identification programs.

Project Access

ADDRESS: Cincinnati Center for Developmental Disorders
Elland and Bethesda Avenues
Pavilion Building
Cincinnati, Ohio 45229

PHONE: (513) 559-4321

YEAR OF FUNDING: 1

FISCAL AGENCY: Cincinnati Center for Developmental Disorders

DIRECTOR: H. Jane Sites
OTHER STAFF TITLES: liaison special educator, communication specialist, secretary, consultants

CHARACTERISTICS OF TARGET POPULATION:

This project serves abused and neglected children age 2 to 5 years who are suspected of having developmental disabilities. Each year, the child welfare agency prescreens 250 to 300 children. One hundred to 150 children receive in-depth psychoeducational, language, and social-adaptive evaluations. Children with complicated developmental disabilities receive a comprehensive, longitudinal, multidisciplinary evaluation.

PROGRAM FOR CHILDREN:

The goal of Project Access is to develop an interdisciplinary educational intervention program to identify abused and neglected children who are developmentally disabled/learning impaired; develop remedial, individual education plans for these children; and provide access to educational placements to meet individual developmental needs. Children are referred to appropriate community programs or attend the Diagnostic Preschool where they are evaluated by a multidisciplinary team. Children receive individual language therapy (two or three times weekly), occupational and physical therapy, and referral for psychiatric evaluation or consultation. The multidisciplinary team reviews diagnostic data and trial treatment results biweekly. Findings are shared with the child welfare agency and parents or foster parents. The project offers local teachers and therapists in-service training on methods and objectives. Staff members visit the child's placement for consultation and assessment of progress.

MEASURES OF CHILD PROGRESS:

The child welfare agency screens children with a revised Boyd Developmental Progress Scale. Children suspected of developmental delays are evaluated with psychoeducational, language, and social-adaptive measures such as the Home Observation for Measurement of the Environment, PreSchool Language Scale, Brigance Inventory of Early Development, Stanford-Binet Intelligence Scale, and pediatric and occupational/physical therapy evaluation.

PROGRAM FOR PARENTS:

During their child's enrollment in the Diagnostic Preschool, parents are offered individual or group social work treatment and behavior management counseling. All parents are counseled on the effects of developmental disorders and educational due process procedures.

FEATURES AND PRODUCTS:

The project provides multidisciplinary in-service training to community school and child welfare agencies.

Remediating Social Deficits in Peer Interactions

ADDRESS: The Nisonger Center
Ohio State University
1580 Cannon Drive
Columbus, Ohio 43210

PHONE: (614) 422-8365

YEAR OF FUNDING: 1

FISCAL AGENCY: The Ohio State University

DIRECTOR: Michael J. Guralnick
COORDINATOR: Susan McBride
OTHER STAFF TITLES: curriculum specialist, intervention specialist, playgroup teacher

CHARACTERISTICS OF TARGET POPULATION:

The project will develop a model for enhancing peer interaction skills of developmentally delayed children age 3 to 5 years. The project provides services to approximately 24 children, their parents, and teaching staff. Children are selected from existing community programs on the basis of teacher recommendations, parent interviews, and classroom observations.

PROGRAM FOR CHILDREN:

Children participate in small playgroups that function as a setting for implementation, evaluation, and refinement of an assessment instrument and an intervention curriculum. The assessment instrument measures the use of appropriate affect, characteristic levels of play, range of communication skills, and specific social processes such as the initiation, maintenance, and termination of peer interactions. The curriculum presents detailed intervention strategies and procedures for matching those strategies to the assessed needs of individual children. Children participate in integrated early education classrooms as part of the intervention process.

MEASURES OF CHILD PROGRESS:

Child progress is measured by direct observation and ratings of accomplishment of specific goals identified through the assessment procedure. Indices of generalization and maintenance of acquired skills are evaluated periodically.

PROGRAM FOR PARENTS:

Assessment procedures address family interaction patterns, social networks, and overall family functioning. Strategies for expanding and strengthening the child's social network in the family and the community will be developed and implemented. Parents and siblings are encouraged to participate in a series of support group sessions.

FEATURES AND PRODUCTS:

An assessment system and curriculum for peer interaction skills and intervention strategies will be developed for use in early intervention programs. The project also provides technical assistance to staff in community settings.

Model Early Intervention Program to Develop a Linked Evaluation-Programming System

ADDRESS: Center on Human Development
University of Oregon
901 East 18th Avenue
Eugene, Oregon 97403

PHONE: (503) 686-3568

YEAR OF FUNDING: 1

FISCAL AGENCY: University of Oregon

DIRECTOR: Diane Bricker
COORDINATOR: Kris Slentz
OTHER STAFF TITLES: teacher, parent specialist, teacher aide, evaluator, secretary

CHARACTERISTICS OF TARGET POPULATION:

The project serves handicapped infants and young children age 15 to 36 months. Each of two center-based classrooms enrolls ten to 13 handicapped children and four to five nonhandicapped children. The handicapped children demonstrate a range of impairments (mild to severe) of a variety of etiologies. The nonhandicapped children are at risk for medical reasons (by virtue of placement in a newborn intensive care unit) or for environmental reasons (as identified by a county welfare agency), or are siblings of participating handicapped children.

PROGRAM FOR CHILDREN:

Children are served in two center-based classrooms for three hours, four days weekly. The curriculum is based upon a behavioral-developmental philosophical orientation; an activity-based approach to instruction; and a strong linkage between assessment, intervention, and evaluation.

MEASURES OF CHILD PROGRESS:

The Gesell Developmental Scales are used as a standardized measure of child progress. The Evaluation and Programming System For Infants and Young Children is the program relevant assessment/evaluation tool.

PROGRAM FOR PARENTS:

The project provides educational and support services to families. Flexible family involvement is emphasized, and participation is encouraged in the development of the individual education plan (IEP) and individual family involvement plans. Parent participation in the classroom is encouraged, and support activities and training at home are available. A Parent Survey, a Parent Self-Appraisal Inventory, a Weekly Parent Involvement Activity Log, and a Parent-Satisfaction Questionnaire are used to measure impact on families.

FEATURES AND PRODUCTS:

A comprehensive assessment-evaluation system is linked directly to the child's IEP and subsequent instructional programming.

Project Entrans

ADDRESS: Teaching Research Division
Oregon State System of Higher Education
345 North Monmouth Avenue
Monmouth, Oregon 97361

PHONE: (503) 838-1220
Ext. 401

YEAR OF FUNDING: 2

FISCAL AGENCY: Oregon State System of Higher Education, Teaching Research Division

DIRECTOR: Lynn Blair-Thomas
OTHER STAFF TITLES: teacher, teaching assistant, program coordinator

CHARACTERISTICS OF TARGET POPULATION:

The project serves 12 children age 4 to 5 years in the preschool program and three children age 5 to 7 years in the public school programs. The Crippled Children's Division diagnoses children who are developmentally disabled. Handicaps include severe, moderate, and mild retardation; multihandicaps; autism; emotional disturbance; and language delay.

PROGRAM FOR CHILDREN:

In the planning phase the child's current developmental level is assessed and an individual plan is prepared. The intervention phase focuses on teaching skills in the preschool that will allow handicapped children to be integrated and maintained in the receiving classroom. Targeted skills may be worked on simultaneously in an integrated setting. The follow-up phase is aimed at maintenance of children in the receiving environment, with periodic assessment of the generalization of skills in the new setting and progress in all curricular areas. Teachers and aides receive training during the follow-up phase.

MEASURES OF CHILD PROGRESS:

Progress is measured in terms of the acquisition and generalization of trained skills within the preschool and the transitional environment. The Transition Skills Assessment is used in the fall and spring of the last preschool year and in the fall of the first public school placement. The Student Progress Record and the Vineland Social Maturity Scale are used to measure long-term progress.

PROGRAM FOR PARENTS:

The parent program trains parents in skills that will promote successful transition to the regular classroom. The project trains parents to teach their children transitional skills that are appropriate in the home and school, and to use generalization techniques and probes to facilitate generalization into the home. Staff members develop topical training materials that are specific to the needs of child and parent. Staff members also train siblings to provide models, use interactional techniques, and provide consequences to the child.

FEATURES AND PRODUCTS:

Products to be developed by the project include a procedural and training manual to be used by special education teachers, regular classroom teachers, and parents. The manual will demonstrate an exemplary system for coordinating training and transitions with local education agencies. A resource guide to assist parents in the transition process is also being developed.

HAPPY
Helping Achieve Potential of Preschool Youngsters

ADDRESS: Project HAPPY
P. O. Box 328
Allentown, Pennsylvania 18105

PHONE: (215) 820-2076

YEAR OF FUNDING: 1

FISCAL AGENCY: School District of the City of Allentown

DIRECTOR: Lillian M. Kerns
OTHER STAFF TITLES: master teacher, research assistant, aide, parent aide, psychologist, speech/language specialist, special educator

CHARACTERISTICS OF TARGET POPULATION:

The project serves mildly handicapped children age 4 to 5 years who have not yet entered school or who are newly enrolled in kindergarten. Handicaps may include learning disabilities, educable mental retardation, developmental and language delays, mild emotional disturbances, and social maladjustments. Services are focused on high-risk students who are culturally different or economically disadvantaged.

PROGRAM FOR CHILDREN:

Three classes operate weekdays for two and one-half hours. The program uses developmental and behavioral techniques with a curriculum/assessment linkage model. Objectives are based on needs identified using the criterion-referenced Uniform Performance Assessment Scale (UPAS). The curriculum emphasizes language and cognitive development.

MEASURES OF CHILD PROGRESS:

Potential students are screened with the Developmental Indicators of Learning--Revised. Children identified as having a potential problem are then given the Kaufman Assessment Battery for Children. The Uniform Performance Assessment Scale is used to generate curriculum objectives and to monitor progress over the course of the program. The Developmental Test of Visual Motor Integration and the Test for Auditory Comprehension of Language (TACL) are also used.

PROGRAM FOR PARENTS:

In-service training for parents is held monthly; transportation and child care are provided. Parents are encouraged to participate in the classroom and to observe classes through two-way mirrors. The project distributes a monthly newsletter for parents and operates a "make-and-take" parent drop-in center and a lending toy library.

FEATURES AND PRODUCTS:

The project uses a microcomputer for management, data collection, and evaluation tasks. The project will develop a slidetape and a video program describing the project's goals and procedures. Staff members are developing questionnaires and needs assessment tools for Hispanic populations.

KIDS
Rural Kindergarten Identification and Developmental Screening

ADDRESS: KIDS Project
227 Bedford Street
Hollidaysburg, Pennsylvania 16648

PHONE: (814) 695-5643

YEAR OF FUNDING: 1

FISCAL AGENCY: Pennsylvania Department of Education

DIRECTOR: William F. Ohrtman
COORDINATOR: Karen C. Morra
OTHER STAFF TITLES: master itinerant teachers

CHARACTERISTICS OF TARGET POPULATION:

Each spring, the project screens all children (in a six-county rural area) who will enter kindergarten the following fall. A home-based program serves 25 at-risk children during the summer prior to their entrance into a regular kindergarten class. The project uses a consultant-teacher model to maintain these children in the regular kindergarten class during the school year.

PROGRAM FOR CHILDREN:

Children are screened and those suspected of having handicaps are assessed. Twenty-five of the children are enrolled in a summer intervention program. At the end of the summer, children are screened again and special learning needs are identified. The project adapts the regular kindergarten curriculum to meet the special needs of each child. All children are mainstreamed into regular kindergarten classes. A follow-up progress assessment is carried out. The summer program is home based and trains the kindergarten teacher, the parent, and other school personnel to work together to prepare the child for kindergarten.

MEASURES OF CHILD PROGRESS:

The ABC Inventory and Developmental Programming for Infants and Young Children are used for screening and to measure child performance.

PROGRAM FOR PARENTS:

Parents attend workshops, receive training, actively participate in instructing their at-risk preschoolers, help to develop materials, and evaluate the program.

FEATURES AND PRODUCTS:

With the assistance of Fred Rogers of "Mister Rogers' Neighborhood" and Family Communications, Inc., the project will develop a videotape training series for parents and teachers of at-risk children. Topics will include getting your child ready for school, learning through play, competition, and discipline.

PATT
Parent and Toddler Training

ADDRESS: Western Pennsylvania School for Blind Children
201 North Bellefield Street
Pittsburgh, Pennsylvania 15213

PHONE: (412) 621-0100

YEAR OF FUNDING: 2

FISCAL AGENCY: Western Pennsylvania School for Blind Children

DIRECTOR: Vince VanHasselt
OTHER STAFF TITLES: social worker, child specialists, secretary, consultant

CHARACTERISTICS OF TARGET POPULATION:

The project serves visually impaired and multihandicapped infants and toddlers birth to age 3 years and their families. The major eligibility criterion is legal blindness or suspected legal blindness as determined through ophthalmologic evaluations. A minimum of 40 families will participate in PATT over a three-year period.

PROGRAM:

PATT does not offer direct services to children although a number of supplementary services are provided. Emphasis is placed on teaching parents methods of engendering optimal social responsiveness from their visually handicapped infants. Parents carry out some infant stimulation procedures at home.

MEASURES OF PROGRESS:

Assessment instruments are administered prior to intervention, immediately following intervention, and at six and 12 months following intervention. To assess child progress, the project uses the Vision-Up Assessment, the Callier-Azusa Scale, the Adaptive Performance Instrument, the Carey Infant/Toddler Temperament Scale, and the Behavior Observations of Parent-Infant Interactions. To assess parent progress, the project uses the Locke-Wallace Marital Satisfaction Scale, the Beck Depression Inventory, the Hopkins Symptoms Checklist, the Tennessee Self-Concept Scale, and the Home Observation for Measurement of the Environment Inventory. To measure the progress of siblings, the project uses the Child Behavior Profile and the Youth Self-Report Inventory.

PROGRAM FOR PARENTS:

Project PATT offers a ten-week intervention program consisting of weekly two-hour meetings at the center. The program educates the parents about the nature of the child's condition, its impact on growth and development, and its influence on the family.

FEATURES AND PRODUCTS:

The family, including nonhandicapped siblings, participate directly in project activities. The project uses a standardized curriculum that is replicable in other settings; a skills-oriented program to teach parents strategies for problem areas; post-intervention booster sessions to facilitate the maintenance of gains; and an evaluation of the progress of all participants.

PREP
Preparation for Regular Education Placement

ADDRESS: Western Psychiatric Institute and Clinic
3811 O'Hara Street
Pittsburgh, Pennsylvania 15213

PHONE: (412) 624-1703

YEAR OF FUNDING: 2

FISCAL AGENCY: University of Pittsburgh

DIRECTOR: Scott McConnell
OTHER STAFF TITLES: project coordinator, classroom teachers, aides, secretary

CHARACTERISTICS OF TARGET POPULATION:

This project provides services to ten children age 3 to 5 years who demonstrate significantly deviant and maladaptive behavior patterns in a wide variety of settings and, as a result, are not expected to benefit from regular kindergarten without preliminary treatment and preparation. The project also serves six nonhandicapped preschoolers.

PROGRAM FOR CHILDREN:

PREP offers a classroom-based comprehensive preschool model, integrating behavior-disordered and nonhandicapped children. Individual education plans are developed for both groups of children. The curriculum has three interrelated modules: 1) systematic programming for the reduction of deviant or maladaptive behavior patterns, 2) generic and individualized social and academic survival skills training, and 3) instruction in preacademic and early academic skills. Handicapped children learn social and academic survival skills related to successful placement in regular education settings.

MEASURES OF CHILD PROGRESS:

Child progress is measured by direct observation of social interaction and classroom performance using observational scales developed by the project. Preacademic skills are assessed with various criterion-referenced measures, including the School Readiness Survey, Monitoring Achievement in Pittsburgh Mathematics and Reading, and the Classroom Survival Skills Checklist. Normative assessments of academic achievement and behavioral adjustment are completed with the California Achievement Test, the Child Behavior Checklist, and the Walker Problem Behavior Identification Checklist.

PROGRAM FOR PARENTS:

Orientation presentations provide parents with a conceptual understanding of the program's focus and a common vocabulary for further discussion and participation. Parents are later trained in the management of their children's behavior, child advocacy, and participate in the classroom model.

FEATURES AND PRODUCTS:

The project emphasizes both early intervention and programming for transition to regular education placements. Transition programming includes basic requisite skills, assessment of behavioral standards in the next settings, and instruction to meet these standards. The project will develop instruments and manuals for the assessment of future educational placements, academic and social behavior curriculum materials, and written and audiovisual materials describing the program.

Neonate At Risk Project

ADDRESS: United Cerebral Palsy of Northeastern Pennsylvania
230 Lackawanna Avenue
Scranton, Pennsylvania 18503

PHONE: (717) 587-0313

YEAR OF FUNDING: 2

FISCAL AGENCY: United Cerebral Palsy of Northeastern Pennsylvania

DIRECTOR: Cyrilla Breslin
OTHER STAFF TITLES: educator, case manager, occupational therapist, physical therapist, speech therapist

CHARACTERISTICS OF TARGET POPULATION:

The project serves infants who are at risk for developmental disabilities and their families.

PROGRAM FOR CHILDREN:

The program uses a transdisciplinary service delivery system in a home-based setting with guidance from an early intervention specialist. Developmental goals are set for each child based on analysis of videotaped behavior samples.

MEASURES OF CHILD PROGRESS:

The Bayley Scales of Infant Development and the Adaptive Behavior Scale for Infants (ABSI) are administered at the child's entry into, and exit from, the program. The Early Intervention Developmental Profile is scored with the videotaped behavior sample and every six months thereafter. Children with identified handicaps are referred to a community-based early intervention program.

PROGRAM FOR PARENTS:

Families are visited twice monthly for an evaluation of their children's developmental progress. Specific recommendations are made for using or changing the child's environment to enhance development, and handling and positioning techniques are demonstrated. Parents receive information on growth and development and are referred to other services as needed. Monthly parent support and education meetings are held.

FEATURES AND PRODUCTS:

The project uses videotaped development assessments to plan intervention for developmentally at-risk infants. The project has developed a lending library list.

Neighborcare
Integrated Family Day Care Home Model

ADDRESS: Division of Curriculum and Instruction
155 Chambers Building
Pennsylvania State University
University Park, Pennsylvania 16802

PHONE: (814) 865-6321

YEAR OF FUNDING: 1

FISCAL AGENCY: Pennsylvania State University

DIRECTOR: Susan Kontos
CO-INVESTIGATOR: John Neisworth
OTHER STAFF TITLES: graduate assistants, secretary

CHARACTERISTICS OF TARGET POPULATION:

The project serves approximately six to 12 handicapped children birth to age 5 years who reside in rural areas. Children are served regardless of their handicap with the exception of those having severe physical disabilities. Generally, children are qualified under Title XX.

PROGRAM FOR CHILDREN:

One of the project's goals is to increase both the level and the coordination of services to handicapped preschool children. A second goal is to provide full-time child care and educational services for handicapped preschool children in mainstreamed family day-care homes (FDCH). A third goal is to train FDCH providers to care for handicapped children. Providers are enrolled in the Child Development Associate program, a nationally recognized field- and competency-based training program for early childhood educators. FDCH providers are also trained to use the HICOMP Curriculum and prescriptive teaching techniques and to develop individual education plans (IEP).

MEASURES OF CHILD PROGRESS:

Pretest and posttest assessments are conducted when handicapped children first enter the FDCH and at the end of each year they remain in the home. These evaluations consist of criterion-referenced assessments in the HICOMP Curriculum and norm-referenced assessments appropriate to the child's age and handicap.

PROGRAM FOR PARENTS:

The project attempts to normalize the parents' lives and to give them skills for dealing with their handicapped children. Several parents are recruited to serve as family day-care home providers. Parents help develop IEPs for their children and for themselves, and are eligible to receive training in the use of the HICOMP Curriculum and prescriptive teaching techniques. Parents also serve on the project advisory board.

FEATURES AND PRODUCTS:

By teaching trained FDCH providers to train new providers, the project hopes to be self-perpetuating. Videotapes and manuals necessary to supplement this training system will be produced.

Demonstration Project for Visually Impaired Preschoolers

ADDRESS: Barbosa Avenue and
Esquina Guayana Street
Hato Rey, Puerto Rico 00917

PHONE: (809) 758-4646
Ext. 212

YEAR OF FUNDING: 2

FISCAL AGENCY: International Institute of the Americas of World University

DIRECTOR: Hector Quinonez
OTHER STAFF TITLES: teachers, aides

CHARACTERISTICS OF TARGET POPULATION:

The project serves 12 visually impaired infants age 3 to 5 years and their parents at the Loaiza Cordera School for the Blind.

PROGRAM FOR CHILDREN:

The project uses a diagnostic-prescriptive teaching approach and draws on latest materials and research to develop and evaluate curricula, instructional materials, and assessment instruments in a bilingual format (Spanish and English). The model facilitates the transition of visually handicapped children into settings with nonhandicapped children by supporting and training teachers and teaching children the skills they will need to make that transition.

MEASURES OF CHILD PROGRESS:

Project staff members use a variety of formal and informal measures to assess child progress.

PROGRAM FOR PARENTS:

Parents are targets for services and participate on the advisory council.

FEATURES AND PRODUCTS:

The project plans to disseminate information about the model in order to increase community awareness and encourage replication. The model is a cooperative venture of an institution of higher education, the state education agency, and a local education agency.

ETIPS
Educational Television Intervention Programs

ADDRESS: Department of Educational Psychology and Counselor Education
Special Education Programs
Box 5074
Cookeville, Tennessee 38505

PHONE: (615) 528-3531

YEAR OF FUNDING: 1

FISCAL AGENCY: Tennessee Technological University

CO-DIRECTORS: Rhonda Folio and Dean Richey
OTHER STAFF TITLES: evaluation specialist, interagency liaison, secretary, model parent group, TV producer/director

CHARACTERISTICS OF TARGET POPULATION:

The project serves 25 children age 6 to 24 months and their parents or caregivers who live in rural, isolated areas. Twenty of the children are handicapped; five are at-risk.

PROGRAM FOR CHILDREN:

The project is developing, testing, implementing, and evaluating 30 15-minute instructional television programs to help parents and other adults identify, facilitate, and monitor the progress of their handicapped infants and toddlers. The programs focus on motor-adaptive skills and cognitive/language skills. Several existing assessment/intervention instruments, including the Peabody Developmental Motor Scales and Activity Cards, the Uzgiris-Hunt Ordinal Scales of Psychological Development, and the Portage Guide to Early Education, are used as a basis for the content of the programs. Parent packets and guides accompany each broadcast. The project also fosters positive attitudes related to mainstreaming.

MEASURES OF CHILD PROGRESS:

Each child is tested using the instruments listed above. The information from these assessments is used to develop individual education plans and serves as baseline data for child progress. At the end of the first phase, a reassessment will indicate changes in the children's abilities.

PROGRAM FOR PARENTS:

Staff members contact parents weekly. Parent groups meet monthly to provide support and motivation. Parents document their own progress by using check sheets which accompany each broadcast. Staff members observe parents at home and help them work with their children.

FEATURES AND PRODUCTS:

At least two classes of high school students, as future parents, view the telelessons. The project publishes a newsletter documenting its activities.

The Infant/Toddler Learning Project

ADDRESS: Peabody College
MRL Building
Department of Special Education
P. O. Box 328
Vanderbilt University
Nashville, Tennessee 37203

PHONE: (615) 322-8277

YEAR OF FUNDING: 2

FISCAL AGENCY: Vanderbilt University, Peabody College

COORDINATOR: Cathy Alpert
OTHER STAFF TITLES: project evaluator, physical therapist, parent trainer, classroom coordinator, teacher trainer, communications specialist

CHARACTERISTICS OF TARGET POPULATION:

The project serves severely handicapped infants birth to age 3 years. To be eligible for the program, the child's developmental status must be at a level below age 15 months as indicated by standardized infant assessments. Preference is given to neurologically impaired children and children with multiple handicaps.

PROGRAM FOR CHILDREN:

The center-based program is based on the principles of environmental design and demonstrates a transdisciplinary approach. Microcomputer technology helps staff members make decisions, plan curricula, prepare individual education plans (IEP), and collect and analyze data. The curriculum embodies the concepts and practices associated with incidental teaching and the Individualized Curriculum Sequencing model.

MEASURES OF CHILD PROGRESS:

Initial assessment of children is accomplished with the Bayley Scales of Infant Development, Assessment in Infancy: Ordinal Scales of Psychological Development, and therapy evaluations. Child progress is measured by standard developmental scales, evaluation of the IEP, and evaluation of individual learning programs using the AIMSTAR microcomputer program.

PROGRAM FOR PARENTS:

The program for parents is based on the needs and dynamics of each family situation. Support services include: home visits by project staff, management and treatment skills, environmental arrangement in the home, stress and time management, identification of support networks, support groups, classroom participation, and other services.

FEATURES AND PRODUCTS:

The model emphasizes the design and implementation of an optimal learning environment for early intervention. The center-based program is cost-effective and demonstrates replicable procedures for maximizing children's learning in community settings.

Preschool Orientation and Mobility Project

ADDRESS: Preschool Orientation and Mobility Project
Box 328
Peabody College
Vanderbilt University
Nashville, Tennessee 37203

PHONE: (615) 322-8164
322-8182

YEAR OF FUNDING: 1

FISCAL AGENCY: Vanderbilt University

DIRECTOR: Everett W. Hill
COORDINATOR: Deborah Cochran
OTHER STAFF TITLES: preschool teacher, orientation and mobility (O&M) specialist

CHARACTERISTICS OF TARGET POPULATION:

The project serves visually impaired and/or handicapped children birth to age 5 years and their parents. Visual impairment is difficult to ascertain in extremely young children. Therefore, the project also serves children suspected of having severe visual problems.

PROGRAM FOR CHILDREN:

The project identifies and integrates O&M skills with early intervention services. The curriculum covers developmental areas of cognition, language, motor skills, socialization, and self-help, with an emphasis on the development and integration of age-appropriate O&M skills (movement, posture, concept of space, and perceptual motor functioning). A four-day classroom program is provided for children age 2 to 5 years, and home visits are made twice monthly. For children birth to age 5 years, home-based parent training is available. Each parent and child receives a weekly home visit of one and one-half hours. Group experiences are provided twice monthly.

MEASURES OF CHILD PROGRESS:

Each child receives a functional vision assessment and a comprehensive initial assessment using standardized instruments and developmental inventories. Children will receive both a developmental and an O&M assessment to determine specific needs.

PROGRAM FOR PARENTS:

Parents develop their own parent education plan (PEP). Based on the PEPs, project staff plan individual and group parent training sessions, facilitate the development of parent support groups, and help parents obtain ancillary support services.

FEATURES AND PRODUCTS:

The project will develop an O&M curriculum, assessment strategies, and parent education procedures. The project will also determine the feasibility of using technology (electronic mobility devices and microcomputers) to supplement intervention.

Region XIX Education Service Center

ADDRESS: Region XIX Education Service
Special Education Department
P. O. Box 10716
El Paso, Texas 79912

PHONE: (915) 593-5081

YEAR OF FUNDING: 1

FISCAL AGENCY: Region XIX Education Service Center

DIRECTOR: James Mancill
COORDINATOR: Frank Castillo
OTHER STAFF TITLES: paraprofessional day-care aide, clerk typist

CHARACTERISTICS OF TARGET POPULATION:

The model helps integrate handicapped children into the mainstream of society by increasing the quality and availability of day-care services. The project serves about 20 handicapped children birth to age 3 years; severely and multihandicapped children are given priority.

MEASURES OF CHILD PROGRESS:

Product, process, and implementation evaluations are used to indicate program objectives, collect data, and document major program modifications. Written documentation and oral reporting procedures are used to set priorities based upon needs assessment and the review of each staff member's performance in terms of the accomplishment of established program objectives and activities.

PROGRAM FOR PARENTS:

The project coordinator arranges individual consultation concerning separation anxiety, child safety, child care, and acceptance of the child by others. The project and participating sites develop ongoing parent support groups which are open to parents of handicapped and nonhandicapped infants. A parent network encourages mutual support (baby-sitting, exchanging information, emotional support).

FEATURES AND PRODUCTS:

The model will demonstrate the feasibility of providing day care to handicapped children, enhance the children's achievement of developmental milestones, and maintain the integrity of the family by giving parents the opportunity to pursue economic, social, and personal interests. The project focuses on mainstreaming the handicapped child. A rating scale will be developed to evaluate training topics, parents' attitudes toward the consultant and day-care staff, and day-care staff attitudes about the parents. A behavior evaluation will also be developed to evaluate attitudes and feelings of parents of nonhandicapped children who attend day-care centers with handicapped children. A project manual will be developed.

Single Parent Project

ADDRESS: Infant Programs
3313 Richmond Avenue
Houston, Texas 77098

PHONE: (713) 521-9584

YEAR OF FUNDING: 2

FISCAL AGENCY: Mental Health, Mental Retardation Authority of Harris County

DIRECTOR: Marlene Hollier
COORDINATOR: Sandra Collins
OTHER STAFF TITLES: parent trainer/resource coordinator, teacher, secretary

CHARACTERISTICS OF TARGET POPULATION:

The project serves developmentally delayed children birth to age 3 years from single-parent families. Parent eligibility is based on parents' economic and social stress levels. The project serves 15 children and their parents.

PROGRAM FOR CHILDREN:

The format and frequency of services to children vary according to parental and child needs. Available services include home visits and center-based and group classes at least once weekly. The class focuses on helping the parent become involved with the child at the parent's individual level of readiness. The teacher models appropriate nurturing, positioning and handling, and teaching techniques using the Infant Programs Birth-to-Three Curriculum and the Carolina Curriculum for 0-2.

MEASURES OF CHILD PROGRESS:

Child progress toward individual education plan (IEP) goals is measured quarterly. The Infant Programs Birth-to-Three Curriculum Baseline is administered semiannually as a measure of child progress. A standard developmental instrument such as the Bayley Scales of Infant Development is administered yearly.

PROGRAM FOR PARENTS:

The parent, teacher, and parent trainer develop an individual parent service plan (IPSP) based on a comprehensive needs assessment. IPSPs are evaluated semiannually. Parent training includes parenting skills, assertiveness training, time and money management, recognizing and building strengths in single-parent families, and "surviving alone" workshops. Information on financial assistance, housing, and employment is also offered, and parent support are formed groups as needed.

FEATURES AND PRODUCTS:

The project will publish the Single Parent Resource Handbook, a collection of training materials and information relevant to the single parent of a young handicapped child.

Functional Mainstreaming for Success

ADDRESS: Developmental Center for Handicapped Persons
Utah State University
UMC 68
Logan, Utah 84322

PHONE: (801) 750-1985

YEAR OF FUNDING: 1

FISCAL AGENCY: Utah State University

DIRECTOR: Sebastian Striefel
CO-DIRECTOR: John Killoran
COORDINATOR: Maria Quintero
OTHER STAFF TITLES: graduate assistants, secretary, consultant

CHARACTERISTICS OF TARGET POPULATION:

The project serves about 25 moderately to severely handicapped children age 3 to 6 years. The children have a variety of handicapping conditions, including mental retardation, emotional disturbance, behavior disorder, developmental delay, and sensory and motor impairments.

PROGRAM FOR CHILDREN:

The project provides instructional and social mainstreaming of handicapped children with nonhandicapped peers. Procedures are developed to 1) match handicapped children with teacher expectations; 2) determine the integration activities appropriate for each child; 3) provide activities for functional grouping of handicapped and nonhandicapped peers; and 4) prepare children, families, and staff for mainstreaming. Preschool, kindergarten, and first-grade public school classrooms are used as mainstream settings. A buddy system assures that each handicapped child has a "big brother" or "big sister," while puppet shows and simulation activities prepare teachers, parents, and nonhandicapped children for mainstreaming.

MEASURES OF CHILD PROGRESS:

Progress toward individually specified goals is documented; standardized instruments are selected by the individual child's study team; and observational measures document the number of interactions each child has with nonhandicapped peers. The project is also developing its own measurement instrument.

PROGRAM FOR PARENTS:

The project is preparing materials that address school policies, myths and realities of handicapping conditions, and the legal and educational rationale for mainstreaming. Parent satisfaction is measured biannually. Parents help develop individual education plans, advocate for their child, and facilitate generalization of skills.

FEATURES AND PRODUCTS:

The project will develop a slide-tape show that describes the project, and a manual that describes the model, procedures, and materials relevant to each model objective, as well as start-up and maintenance cost data.

HI TECH

ADDRESS: Outreach and Development Division
Developmental Center for
Handicapped Persons
Utah State University
UMC 68
Logan, Utah 84322

PHONE: (801) 750-1991

YEAR OF FUNDING: 1

FISCAL AGENCY: Utah State University

DIRECTORS: Joseph Stowitschek and Sarah Rule
COORDINATOR: Brent Mangus
OTHER STAFF TITLES: model site manager, model site teacher, instructional programmer

CHARACTERISTICS OF TARGET POPULATION:

The project will serve approximately 45 children age 2 to 6 years who meet eligibility criteria for developmental disabilities and who have no physical and/or sensory impairments that would prevent their participation in an integrated preschool. All children have moderate to severe impairments in cognitive functioning and other areas.

PROGRAM FOR CHILDREN:

Mainstream, center-based programs are the primary demonstration sites. The initial demonstration site serves approximately 20 nonhandicapped and five handicapped children. Handicapped children are integrated into regularly scheduled activities supplemented with microsessions and co-incidental teaching sessions. Individual education plans are developed using CAMS (Curriculum and Monitoring System) and the Individual Planning System, a computerized system to monitor individual programs. Ongoing training, program monitoring, and follow-up for preschools in rural areas are conducted using a combination of telecommunication modes.

MEASURES OF CHILD PROGRESS:

Norm- and criterion-referenced assessments are used for program development and evaluation. Normative tests of intelligence, selected according to the child's age, include the McCarthy Scales of Children's Abilities, the Stanford-Binet Intelligence Scale, and the Bayley Scales of Infant Development. The Brigance Inventory of Early Development is used for criterion-referenced measurement.

PROGRAM FOR PARENTS:

Parents are involved in parent training programs, volunteer assistance, in-home assistance, and child advocacy. Parents are expected to volunteer at least one and one-half hours per week to provide instructional assistance.

FEATURES AND PRODUCTS:

The primary goal of the project is to develop, test, and disseminate a telecommunications support model to teachers of handicapped children in both integrated and self-contained programs. Three telecommunication modes (two-way audio, two-way audio/video, two-way computer) and three modes of support for teachers (feedback, modeling, modeling plus feedback) will be evaluated.

PTP
Preschool Training Project

ADDRESS: Outreach and Development Division
Developmental Center for Handicapped Persons
Utah State University
UMC 68
Logan, Utah 84322

PHONE: (801) 750-1991

YEAR OF FUNDING: 1

FISCAL AGENCY: Utah State University

CO-DIRECTORS: Sarah Rule and Joseph Stowitschek
COORDINATOR: Mark Innocenti
OTHER STAFF TITLES: co-investigator, teacher, secretary, data collectors

CHARACTERISTICS OF TARGET POPULATION:

This project serves handicapped children age 4 to 5 years who are eligible for school placement the following school year and who demonstrate a mental age delay of at least one year and a year or more delay in at least one skill area, such as language or self-care. Approximately 25 handicapped preschoolers are served.

PROGRAM FOR CHILDREN:

The purpose of the project is to develop a model to prepare handicapped children for successful mainstreaming at the kindergarten and elementary levels. The model has four components: 1) child preparation, which occurs in a mainstream preschool and develops children's learning strategies, social skills, and academic skills in formats that approximate kindergarten and elementary school; 2) information transfer, which facilitates administrative transfer of records; 3) placement, which teaches parents to act as advocates to secure mainstream placements; and 4) follow-up, which ensures that the mainstream teachers receive support, training, and pertinent information about the mainstreamed child.

MEASURES OF CHILD PROGRESS:

Measures of child progress include either the Stanford-Binet Intelligence Scale or the McCarthy Scales of Children's Abilities; criterion-referenced testing based on the Program Assessment and Planning Guide; and an evaluation procedure which accompanies the Let's Be Social program.

PROGRAM FOR PARENTS:

In addition to development of individual education plans (IEP), parents of children in the transition program are involved in teaching social skills to their children at home and acting as transition agents. The Let's Be Social program is used in training parents to teach social skills. Meetings are held to inform parents about the transition process and to teach them how to be advocates for their children.

FEATURES AND PRODUCTS:

Procedural manuals will be written for parent training, information transfer, follow-up, and academic preparation.

SPECTRM
Special Programs for Children of Teenage Non-Relinquishing Mothers

ADDRESS: Washington Alternative High School
3279 Washington Boulevard
Ogden, Utah 84401

PHONE: (801) 393-7154

YEAR OF FUNDING: 2

FISCAL AGENCY: Utah State University

DIRECTOR: Helen D. Mitchell
COORDINATOR: Daisy Hughes
OTHER STAFF TITLES: parent trainer, intervention specialist, secretary

CHARACTERISTICS OF TARGET POPULATION:

The project's model serves 20 children birth to age 3 years who show evidence of developmental delay or are identified as high risk for developmental delay. The children's adolescent mothers are also served.

PROGRAM FOR CHILDREN:

The project operates a day-care program at an alternative high school with mothers as primary intervention agents. Staff members conduct a comprehensive assessment of each child, then specify developmentally sequenced training activities to be used by each mother to improve her child's skills. The Curriculum and Monitoring System (CAMS), the Portage Guide to Early Education, Developmental Programming for Infants and Young Children, and Small Wonder curricula are used.

MEASURES OF CHILD PROGRESS:

Children are screened using the Bayley Scales of Infant Development. Each child identified as having a significant developmental delay is administered the appropriate placement tests from CAMS. At the end of the year, the same tests are administered to monitor child progress. Observational data are collected weekly and are analyzed using a multiple baseline approach.

PROGRAM FOR PARENTS:

Adolescent parents are observed with their children daily. Monthly home visits provide each mother supportive counseling to achieve educational, vocational, and other personal goals. The project helps mothers develop a weekly support group and a resource library. The project also offers a "Mothers Night Out" program. Credit toward high school graduation is given for participation in the project.

FEATURES AND PRODUCTS:

The Parent Resource Manual, the Parent Resource Library, and Guidelines for Conducting an Adolescent Mothers Support Group will be developed. The project offers a workshop for day-care personnel and college students. The workshop focuses on the basic procedures used in day-care settings, preschool stimulation techniques, and the application of specific educational methods and procedures.

Project Cope

ADDRESS: The Children's Center
507 Third Avenue
Franklin, Virginia 23851

PHONE: (804) 562-6806

YEAR OF FUNDING: 2

FISCAL AGENCY: The Children's Center

DIRECTOR: Barbara S. Mease
OTHER STAFF TITLES: infant education specialist, pediatric nurse, physical therapist, speech therapist, day care teacher, case manager, secretary

CHARACTERISTICS OF TARGET POPULATION:

The project serves 20 developmentally disabled or chronically ill infants birth to age 2 years and 10 chronically ill children age 3 to 8 years. Sixty percent of the children are from low-income families; 50 percent live in sparsely populated rural areas; 23 percent of the mothers are teenagers; and 50 percent of the infants served represent racial minority groups.

PROGRAM FOR CHILDREN:

A combination of home- and center-based services is provided. Parents who so choose have the option of placing their child in a mainstream child-care center. Activities include supervised free play, crafts, movement, singing, story telling, and outside play. In-service training and technical assistance are provided to teachers of the school-aged children.

MEASURES OF CHILD PROGRESS:

Children are assessed using the Receptive-Expressive Emergent Language Scale, the Early Learning Accomplishment Profile, the Uzgiris-Hunt Ordinal Scales of Psychological Development, the Milani-Comparetti Motor Development Screening Test, and a physical assessment tool.

PROGRAM FOR PARENTS:

Project staff members encourage parents to observe their children's interactions with other children. Center-based respite care is available to parents. Parents attend weekly training sessions where the case manager introduces new activities and discusses the child's interactions at the center. Parent satisfaction is measured by questionnaires.

FEATURES AND PRODUCTS:

Products to be developed include a directory of organizations serving developmentally disabled children and their families; a pamphlet on organizing and leading an effective case conference; a manual of nursing strategies for chronically ill children; a tool for assessing basic parenting skills; a manual describing potential uses of microcomputers in early intervention programs; and several computer programs.

Parent-to-Parent Monitoring Project

ADDRESS: Parent Education and Monitoring Project
1314 West Main Street
Richmond, Virginia 23284

PHONE: (804) 257-1851

YEAR OF FUNDING: 1

FISCAL AGENCY: Virginia Commonwealth University

DIRECTOR: Mary Beth Bruder
COORDINATOR: Peg Ruggrero
OTHER STAFF TITLES: parent educators, graduate assistant

CHARACTERISTICS OF TARGET POPULATION:

The project serves infants birth to age 2 years who have received care in the local neonatal intensive care unit and infants whose mothers were under age 17 years at the infants' birth. About 300 infants and families are eligible for services; 150 to 200 will participate each year.

PROGRAM FOR CHILDREN:

The project serves children indirectly through a comprehensive program of services to families. Parents may choose to participate in any or all of three components. The first component monitors at-risk infants. A staff member visits the home of an at-risk infant to provide developmental and community resource information to parents immediately after their newborn is discharged from the hospital. Visits occur every four months until the infant is age 2 years. The second component is a bimonthly parent-baby group offering education and support to parents of at-risk and delayed infants. In the third component, a small cadre of parents is trained to implement the first two components.

MEASURES OF CHILD PROGRESS

Measures of child progress include the Bayley Scales of Infant Development (administered initially, yearly, and/or at termination) and the Carolina Record of Infant Behavior (same schedule). Additional measures are used with children in Component 2.

PROGRAM FOR PARENTS:

Effectiveness of services to parents is documented by a parents' need inventory, Holroyd's Questionnaire on Resources and Stress, parents' knowledge of child development, parent satisfaction measures, and the Home Observation for Measurement of the Environment. Other formative measures are used with parents participating in Components 2 and 3.

FEATURES AND PRODUCTS:

A resource guide of services for young children will be developed for parents. Procedure manuals, including training materials, will be written for each component.

Bright Beginnings

ADDRESS: Matthew Whaley School
Scotland Street
Williamsburg, Virginia 23185

PHONE: (804) 220-3397

YEAR OF FUNDING: 2

FISCAL AGENCY: Williamsburg-James City County Public School
CO-SPONSOR: Child Development Resources

CO-DIRECTORS: Carol Beers and Barbara Kniest
COORDINATOR: Jerri Millican
OTHER STAFF TITLES: infant case managers, preschool case manager, preschool teacher

CHARACTERISTICS OF TARGET POPULATION:

The project serves about 80 children birth to age 5 years who are at risk for mental retardation. Risk factors are compiled based on a family needs assessment and other appropriate assessments. Staff members then determine, based on risk factors, the category of services that the child and family receive.

PROGRAM FOR CHILDREN:

Children in Category I are referred to appropriate community resources, may receive developmental monitoring in other placements, and are rescreened every three to six months. Children and their families in Categories II and III may participate in Sharing Centers, home visits, parent education groups, and language groups. In Category III, children birth to age 2 years receive weekly home visits. Children age 2 to 5 years may attend a transition classroom one to two times weekly. The High Scope Curriculum is implemented in the classroom. Language groups use the Developmental Language Approach. Activities which foster positive interactions between parent and child are stressed at home visits and the Sharing Center.

PROGRAM FOR PARENTS:

An individual family plan is developed by parents and project staff. Parents sign an agreement as part of the enrollment process and must participate in Sharing Centers. Parents must participate in the classroom and may serve on the advisory council.

FEATURES AND PRODUCTS:

The project represents the coordinated efforts of the Williamsburg-James City County Public Schools and Child Development Resources, a private nonprofit agency serving handicapped and developmentally delayed children birth to age 2 years and their families. A brochure has been developed that describes local programs serving young children. Transition activities have been developed to ensure a smooth transition for the children as they move from one program to the other. A parent and child expectation checklist, an at-risk factor checklist, and a family needs assessment are being developed.

CAP Project
Computer-Assisted Program

ADDRESS: Experimental Education Unit
University of Washington WJ-10
Seattle, Washington 98195

PHONE: (206) 543-4011

YEAR OF FUNDING: 2

FISCAL AGENCY: University of Washington

DIRECTOR: Rebecca R. Fewell
COORDINATOR: Susan Sandall
OTHER STAFF TITLES: physical therapist, teacher, communication disorders specialist, computer programmer, materials specialist

CHARACTERISTICS OF TARGET POPULATION:

The project serves underserved families, their young handicapped children birth to age 3 years, and the agencies that serve them. During the second year, 15 children will be served in the center-based program, and 35 children will be served in the field-based program. Children are cognitively delayed, visually impaired, and deaf-blind.

PROGRAM FOR CHILDREN:

Comprehensive programming is provided, and instructional activities are suggested for home implementation. Activities that are identified and tried with center-based families become the basis for a computerized procedure for selecting activities that meet the needs of the field-based children. The parents of the field-based children assess their children and implement activities designed to fit into the family's daily routine.

MEASURES OF CHILD PROGRESS:

The project has adapted the Early Intervention Developmental Profile for parents to use to assess children upon entry into the program and at three-month intervals. A standardized measure is also used at six- or 12-month intervals. Staff members collect weekly progress records for center-based children and monitor the progress of field-based children by telephone.

PROGRAM FOR PARENTS:

Parents in the center- and field-based components are actively involved in their children's educational and therapeutic program. A parent support group is offered for parents of children in the center program. A parent network provides peer support (via letters and telephone calls) to field-based parents. Staff members help parents in the field-based component find services in their local areas.

FEATURES AND PRODUCTS:

The project provides individualized programs for families who lack access to local services. Staff members are developing software for the generation of individualized educational and therapeutic programs for children birth to age 3 years.

Coordinated Service Delivery for Young Handicapped Children

ADDRESS: Experimental Education Unit
University of Washington WJ-10
Seattle, Washington 98195

PHONE: (206) 543-4011

YEAR OF FUNDING: 1

FISCAL AGENCY: University of Washington

PROJECT DIRECTOR: Carol Lamb-Egelston
PRINCIPAL INVESTIGATOR: Eugene Edgar
OTHER STAFF TITLES: project associate, secretary

CHARACTERISTICS OF TARGET POPULATION:

The procedures developed by the project can be used by agencies serving children of all ages and types of handicap and their families. All children who are enrolled in the participating agencies and are scheduled for transition or are receiving concurrent services are eligible to participate.

PROGRAM FOR CHILDREN:

The major goal of this project is to develop model strategies which will ensure that the collaborative efforts of child service agencies across the state are successful. The project is developing, field testing, and evaluating step-by-step, low-cost, procedures that will help coordinate education, health, and social services. Training materials are being developed and field tested to accompany the models.

FEATURES AND PRODUCTS:

The project will measure and document the impact of each objective in terms of quality, time, cost, and the satisfaction of the people who are using the project materials or products. Project staff members plan to develop an early childhood interagency transition model, a concurrent services model, and training materials to accompany both models.

PEPSI
Providing Educational Programs to Special Infants

ADDRESS: Summit Center for Human Development
6 Hospital Plaza
Clarksburg, West Virginia 26301

PHONE: (304) 623-5661

YEAR OF FUNDING: 2

FISCAL AGENCY: Summit Center for Human Development

DIRECTOR: Chris Hanson
OTHER STAFF TITLES: developmental specialist, screener, infant teachers, speech therapist, preschool teacher, consultants, physical therapist

CHARACTERISTICS OF TARGET POPULATION:

The project serves children birth to age 3 years who are considered high risk because of a combination of developmental, socioeconomic, environmental, and psychological factors.

PROGRAM FOR CHILDREN:

The project screens for handicapping and high-risk conditions during prenatal, neonatal, and postnatal visits with the family doctor. Children at risk for developmental or psychological problems, or parents with psychological problems, may enter the project's direct-service component. Individual education plans are written for each child and parent. Parents bring their children to the center for one-hour sessions one to four times monthly where staff members show parents tasks to carry out at home. Parents work with their children for five to ten minutes daily on each task (step-by-step instructions are printed on method cards). The Early Learning Accomplishment Profile is used as a curriculum guide. The project also provides follow-up services for children who complete the direct service component of the program.

MEASURES OF CHILD PROGRESS:

The project assesses child development, interaction between parent and child, and parent effectiveness. The Learning Accomplishment Profile (LAP) and the Early LAP are used quarterly to measure child progress on developmental skills. Interaction between parent and child is measured quarterly using the Nursing Child Assessment Teaching Scale. Staff members observe the parents and use a project-developed rating scale to assess the parent as teacher. Data is analyzed to detect training trends.

PROGRAM FOR PARENTS:

The curriculum for correcting aberrant socioemotional patterns and facilitating bonding and appropriate parenting uses much the same approach as does the program for children. Parents are given method cards and instructions on discriminating infant interaction cues in the areas of attentiveness, emotion, responsiveness, and task engagement.

FEATURES AND PRODUCTS:

The project attempts to link the family physician and infant stimulation services by offering screening services and training physicians to incorporate risk screening into standard operating procedures. The project will develop a computer-based information management system and a curriculum for parent and child interaction.

SPICE
Special Program of Infant and Child Education

ADDRESS: SPICE
Department of Exceptional Education
University of Wisconsin
Milwaukee, Wisconsin 53201

PHONE: (414) 963-5251

YEAR OF FUNDING: 2

FISCAL AGENCY: University of Wisconsin--Milwaukee

DIRECTOR: Donna Lehr
OTHER STAFF TITLES: lead teacher, teacher, teaching aide, secretary, consultants

CHARACTERISTICS OF TARGET POPULATION:

The project serves children birth to age 3 years and their families or primary care providers. Some students are severely delayed from single and multiple impairments.

PROGRAM FOR CHILDREN:

Services are provided in school and at home. All students attend school four days weekly, five hours daily. Program staff members meet biweekly with each child's caregiver to plan programs for home and school. The basic principles of applied behavior analysis are used to plan, implement, and evaluate educational programs in the areas of motor functioning, language and communication, social and emotional adjustment, self-help skills, and cognition. A variety of curricular guides are used, including the Behavioral Characteristics Progression and the Portage Guide. The project emphasizes the integration of therapeutic and educational goals combined with quality day-care services.

MEASURES OF CHILD PROGRESS:

Tests such as the Learning Accomplishment Profile and the Infant Learning Progress Behavioral Repertoire for Handicapped Infants are used upon entrance into the program and every three months thereafter. Observation data are recorded daily for priority behaviors. Family members are instructed and encouraged to collect data as they work with their children.

PROGRAM FOR PARENTS:

Staff members make biweekly home visits. Family members are given written descriptions and demonstrations of instructional procedures and practice the activities while home trainers are present. Parent education meetings are held as needed to provide general information. Family members are encouraged to observe and volunteer in the center-based program, and to participate in such activities as material construction, parent-to-parent interactions, newsletters, presentations to other groups, and the advisory committee. Staff members also help families obtain services beyond the scope of the project.

FEATURES AND PRODUCTS:

Training and dissemination efforts are focused on persons providing educational and therapeutic programs to children with handicaps and on day-care workers who serve nonhandicapped children. The latter effort aims to increase the number of handicapped children in programs currently limited to nonhandicapped children, through demonstration, training, and information packets.

Special Touch Preschool

ADDRESS: Special Touch Preschool
P.O. Box 1191
Powell, Wyoming 82435

PHONE: (307) 754-2864

YEAR OF FUNDING: 2

FISCAL AGENCY: Northwest Child Development Center

DIRECTOR: Virginia Fish
COORDINATOR: Diane Poirier
OTHER STAFF TITLES: teachers, teacher aide, physical therapist, speech therapist, home coordinator, home trainer, secretary

CHARACTERISTICS OF TARGET POPULATION:

The project serves about 25 children birth to age 3 years and 20 children age 3 to 5 years. The project focuses on severely handicapped and emotionally disturbed children, although moderately handicapped children are also served. Children with almost any handicapping condition are eligible for program services.

PROGRAM FOR CHILDREN:

Children birth to age 3 years are served in a home-based program, while children age 3 to 5 years are served in either a self-contained classroom or a mainstream classroom. Children enrolled in the home-based program are visited weekly for 90 minutes. During this time, the home trainer develops and implements programs for the child and trains the parent to carry out the program. Curriculum packages include the Curriculum and Monitoring System, the Teaching Research Curriculum for Moderately and Severely Handicapped, the Portage Guide to Early Education, and the Guide to Early Developmental Training. Instructional techniques used in all settings draw heavily upon cognitive and developmental theories, using behavioral principles to organize and evaluate the environment.

MEASURES OF CHILD PROGRESS:

Progress data are obtained on each child by recording responses to tasks stated in objective terms and by determining mastery of objectives. Pre- and posttests used to measure progress include the Bayley Scales of Infant Development, the McCarthy Scales of Children's Abilities, the Learning Accomplishment Profile, and the Curriculum and Monitoring System.

PROGRAM FOR PARENTS:

Individual education programs focus on needs of individual children and the family as a whole. Parents receive systematic instruction in early education intervention, help determine project direction, plan instructional programs for their children, and serve as primary intervention agents. Parents and siblings may also participate in support groups.

FEATURES AND PRODUCTS:

The project offers a model for demonstrating cost-effective use of ancillary personnel in rural areas, procedures for serving low-incidence handicapping conditions, and parent involvement innovations.

Focus Classroom Outreach

ADDRESS: 2917 King Street, Suite C
Jonesboro, Arkansas 72401

PHONE: (501) 935-2750

FISCAL AGENCY: Focus, Inc.

DIRECTOR: Barbara L. Semrau
CO-COORDINATORS: Dorothy V. Graves and Rebecca Harrington
OTHER STAFF TITLES: teacher trainer

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
United Way, United Cerebral Palsy, Title XIX, Governor's Developmental Disabilities Planning Council Grant, and a local education agency

DESCRIPTION OF DEMONSTRATION MODEL:
The project uses an individualized developmental approach that emphasizes functional communication. The project is housed in a public school building that includes four Head Start classrooms and is across the street from the public school's kindergarten building. A second classroom in another part of the county has been established to further individualize instruction and to eliminate transportation of the children over great distances.

MAJOR OUTREACH GOALS:
- To train personnel in early childhood special education programs in rural Arkansas to replicate the Focus Communication Curriculum.
- To help day service center and public school personnel replicate the Assisted Transitional model for handicapped children beginning school.
- To assist rural areas with no services for young handicapped children to establish new programs.
- To disseminate project materials to programs serving young handicapped children in northern and eastern Arkansas.
- To establish an advisory board to address matters of general policy and procedures.

MAJOR OUTREACH SERVICES:
The project has developed a curriculum emphasizing functional communication and consisting of a training manual, activity cards, unit cards, and a weekly activity log. The project also helps the children's transition into public schools. Project staff members visit other center-based programs and train those staffs to use the communication curriculum. The project conducts a regional workshop to introduce the curriculum and provide hands-on experience in making materials. The model classroom serves as an observation site.

FEATURES AND PRODUCTS:
The program trains paraprofessionals and has developed a training manual for aides working with young handicapped children. A curriculum was developed to emphasize functional communication at school and at home. The program also addresses the social acceptance of handicapped children by their nonhandicapped peers in public school.

* 6 sites are reported to be using components of the project's demonstration model.

UCLA Intervention Program

ADDRESS: Room 23-10
1000 Veteran Avenue
Los Angeles, California 90024

PHONE: (213) 825-4821

FISCAL AGENCY: University of California at Los Angeles

DIRECTOR: Judy A. Howard
COORDINATOR: Lucinda P. Bernheimer
OTHER STAFF TITLES: research coordinator, educational director, teachers, physical therapist, occupational therapist, speech/language pathologist, social worker

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Infant Discretionary Fund, California Regional Centers, fundraising, and private insurance

DESCRIPTION OF DEMONSTRATION MODEL:
The project serves 30 children birth to age 3 years in a center-based program with a home component. The children have a variety of handicaps and are integrated with nonhandicapped children in the toddler class. Play is valued as a learning process, and specific interventions are incorporated into individual play programs; occupational, physical, and speech therapists work in the classroom. The program includes a flexible model of parent involvement with a weekly support group. Progress is measured at six-month intervals using the Gesell Developmental Kit, videotaped measures of child and parent interaction and the child at play, and the Parent Behavior Progression.

MAJOR OUTREACH GOALS:
- To promote a coordinated approach to early intervention services by medical personnel, educators, and social service providers.
- To demonstrate to the professional community the value of integrating handicapped and nonhandicapped children and of individualized parent involvement.

MAJOR OUTREACH SERVICES:
The project trains professionals and students from many disciplines (pediatrics, nursing, psychology, education, and social services); conducts workshops and conferences for the professional community; and coordinates services with local school districts and state agencies.

FEATURES AND PRODUCTS:
Project staff members provide consultation in early intervention, parent involvement, and integration of nonhandicapped and handicapped young children. A library of videotapes has been developed for use in training. Articles and questionnaires are available for dissemination.

* 25 sites are reported to be using components of the project's demonstration model.

MORE
Mainstreamed Outreach and Resources for Educators

ADDRESS: Family Service Agency of San Francisco
Developmental Services Department
2730 Bryant Street
San Francisco, California 94110

PHONE: (415) 641-4905

FISCAL AGENCY: Family Service Agency of San Francisco

DIRECTOR: Judith Lewis
COORDINATOR: Anna Irvine
OTHER STAFF TITLES: training specialists, project secretary

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
San Francisco Unified School District (LEA), Golden Gate Regional Center (State Department of Developmental Services), State Department of Education, and a private foundation

DESCRIPTION OF DEMONSTRATION MODEL:
The educational and therapeutic day-care model is based on components of mainstreaming of handicapped children birth to age 5 years, center teaching, parent participation, and specialist consultant services. The Bayley Scales of Infant Development, Memphis Developmental Scale, and the Hawaii Early Learning Profile (HELP) are used for assessments, and the HELP Activity Guide is used as the curriculum. Individual education plans are written every six months.

MAJOR OUTREACH GOALS:
- To increase the availability of high-quality educational programs for young handicapped children.
- To provide training and technical assistance to personnel from ten or more replication sites.
- To provide program development assistance to 20 or more programs seeking to develop or improve services in a mainstream setting through adoption of one or more model components.
- To use awareness activities to reach 100 or more additional targets.

MAJOR OUTREACH SERVICES:
A 13-week training program with on-site consultation is offered for college credit. A special effort is made to reach multicultural and multilingual staff and children, and a set of 13 training manuals with a multicultural/multilingual focus is available. The model demonstration mainstream day-care program is used as a training site. Technical assistance is provided to potential replicators across seven component areas. The project disseminates published materials and conducts workshops and consultations for child-care workers, teachers, clergy members, and counselors. Staff members participate in state and community advocacy efforts and provide transition assistance for children progressing from self-contained special settings to mainstream settings.

* 35 sites are reported to be using components of the project's demonstration model.

INREAL/Outreach

ADDRESS: Campus Box 409
University of Colorado
Boulder, Colorado 80309

PHONE: (303) 492-8727

FISCAL AGENCY: University of Colorado

DIRECTOR: Rita S. Weiss
COORDINATOR: Elizabeth A. Heublein
OTHER STAFF TITLES: trainers, office manager

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
University of Colorado and local contributions from participating agencies

DESCRIPTION OF DEMONSTRATION MODEL:
INREAL (INclass REActive Language) was an HCEEP demonstration project from 1974 through 1977. The major goal of the project was to improve the language and related learning skills of children age 3 to 5 years including bilingual (Spanish-English) children. The INREAL method of intervention follows a naturalistic, nonstigmatizing model.

MAJOR OUTREACH GOALS:
- To replicate or adapt the INREAL model to individual agency needs.
- To certify INREAL specialists and trainers.
- To provide a model to unify regular and special education personnel.

MAJOR OUTREACH SERVICES:
The project provides pre-service, in-service, and INREAL certification training from the INREAL home office and regional centers. The regional centers are located in California, Kansas, New Mexico, Minnesota, Maryland, and Washington. Training is also provided by 20 second-generation trainers in Colorado and other states.

FEATURES AND PRODUCTS:
Products developed include training videotapes, a manual, the NewsREAL newsletter, and the INREAL Training Evaluation Model. Demonstration data show that INREAL intervention improves language development in the experimental group. Longitudinal data show that use of the INREAL method at preschool and kindergarten levels results in a greatly reduced need for later remedial services. Cost effectiveness data are available in Weiss, R.S. (1981), INREAL Intervention for Language Handicapped and Bilingual Children, Journal of the Division for Early Childhood, 4, 40-51; and McNulty, B., Smith, D., and Soper, E. (1983), Effectiveness of Early Special Education for Handicapped Children, a report commissioned by the Colorado General Assembly.

* 120 sites are reported to be using components of the project's demonstration model.

Playschool Outreach Project

ADDRESS: Day Treatment Center
Rocky Mountain Child Development Center
University of Colorado C234
4200 East 9th Avenue
Denver, Colorado 80262

PHONE: (303) 394-8606

FISCAL AGENCY: University of Colorado Health Sciences Center

DIRECTOR: Sally Rogers
COORDINATOR: Kathy Reis
OTHER STAFF TITLES: evaluator, field trainer, information specialist, secretary

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Private pay, insurance, Medicaid, and reimbursement by Community Center Board

DESCRIPTION OF DEMONSTRATION MODEL:
The Playschool model is based in developmental theory, particularly the ego development theory of Margaret Mahler, the cognitive theory of Jean Piaget, and the pragmatics theory of language development as described by Elizabeth Bates. Measures of child progress include Developmental Programming for Infants and Young Children, a videotaped standard play situation, a videotaped parent separation/stranger/reunion sequence, measures of language comprehension and production, and pragmatic analysis. The Bayley Scales of Infant Development, Leiter International Performance Scale, or Stanford-Binet Intelligence Scale is also administered. All children are diagnosed as autistic, pervasively developmentally disordered, or severely emotionally disturbed. The project serves children age 2 to 6 years in a day treatment center that is part of a hospital setting.

MAJOR OUTREACH GOALS:
- To use one-day workshops to disseminate the Playschool model to 25 sites in Colorado.
- To demonstrate the effectiveness of the model by documenting improvements in the skills of personnel trained, the educational skills of the children, and the number of children receiving new services because of outreach activities.

MAJOR OUTREACH SERVICES:
Project staff members disseminate information, conduct training and consultations, visit other sites, and complete regular videotaping of project activities.

FEATURES AND PRODUCTS:
The INTER-REACTIVE language strategies approach is used. Supplements to Developmental Programming for Infants and Young Children and video training tapes have been developed. Thirty percent of the children from the program are placed in classrooms without special services, 35 percent receive special education services for other than emotional disturbance, and 30 percent are in programs for children with autism or severe emotional handicaps.

* 5 sites will be using components of the project's demonstration model.

UPSTART

ADDRESS: 3640 Martin Luther King, Jr., Avenue, S.E.
Washington, D.C. 20032

PHONE: (202) 563-0410

FISCAL AGENCY: Easter Seal Society For Disabled Children and Adults, Inc.
(District of Columbia Society for Crippled Children)

DIRECTOR: D. Lee Walshe
COORDINATOR: Joan Frain
OTHER STAFF TITLES: occupational therapist, special educational specialist, speech pathologist consultant

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Easter Seal Society for Disabled Children and Adults, Inc.; Developmental Disabilities; and private foundations

DESCRIPTION OF DEMONSTRATION MODEL:
Based on the rationale that improvement of neuro-sensorimotor function will contribute to educational progress, Project UPSTART weaves techniques of neuro-developmental therapy and sensory integration into the educational program. The classroom operates five weekly two-and-a-half-hour intervention periods and provides training in all curriculum areas. The project developed a program for service delivery along a neuro-sensorimotor sequence and uses this program to develop individual plans for each child. The gross- and fine-motor program is integrated into the classroom structure and includes individual handling, positioning, and control of the sensory environment through therapeutic intervention. The project measures child progress with the Growth/Motor Reflex Development, Bzoch-League Receptive-Expressive Emergent Language Scale, and Early Learning Accomplishment Profile.

MAJOR OUTREACH GOALS:
- To expand services beyond Washington, D.C., to suburban and rural areas of Maryland.
- To develop materials.
- To provide awareness and informational workshops to professionals and paraprofessionals.

MAJOR OUTREACH SERVICES:
The project provides training and consultation to 11 classrooms in Washington, D.C., and three classrooms in rural Maryland.

FEATURES AND PRODUCTS:
Project UPSTART developed the "Parent Help Wanted and Help Received" questionnaires. The Sequence Neuro-Sensorimotor Program, a method of service delivery that prepares the severely handicapped child for learning, is available. The project holds a patent on a positioning and handling device for profoundly handicapped individuals.

* 18 sites are reported to be using components of the project's demonstration model.

Rutland Center Developmental Therapy

ADDRESS: 125 Minor Street
Athens, Georgia 30606

PHONE: (404) 542-6076

FISCAL AGENCY: University of Georgia

DIRECTOR: Karen R. Davis
OTHER STAFF TITLES: training associate, training associate/evaluator, accounting assistant, senior secretary

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Georgia Department of Education

DESCRIPTION OF DEMONSTRATION MODEL:

Developmental Therapy is a psychoeducational curriculum for teaching young children with severe emotional and behavioral disorders. The approach is particularly pertinent for children age 2 to 8 years and is applicable to children of varying ethnic and socioeconomic groups. The basic curriculum areas are behavior, communication, socialization, and preacademics. Within each of these areas, a series of developmental objectives are sequenced into stages of therapy. The project uses these objectives as a measure of child progress.

MAJOR OUTREACH GOALS:

- To stimulate growth of specialized, high-quality services to seriously emotionally disturbed and other handicapped children age 2 to 8 years and their parents and teachers.
- To offer technical assistance to selected target audiences and individuals to facilitate the use of the Rutland Center Developmental Therapy Model.

MAJOR OUTREACH SERVICES:

The project assists in program planning and design, staff development, identification and referral processes, intake and diagnostics, Developmental Therapy curriculum, school liaison, parent services, and staff evaluation. The project also disseminates information and helps establish effective evaluation systems. Technical assistance is provided through needs assessment planning, workshops, and on-site visits. The project conducts two- to five-day training sessions for teachers, administrators, paraprofessionals, and parents at the center or at regional locations. Two to four on-site visits are made to replicating programs throughout the year. Special topic workshops, conducted upon request, provide additional training to sites or other interested persons.

FEATURES AND PRODUCTS:

Films, videotapes, filmstrips, and brochures are available. Social-emotional goals are objectives for the psychoeducational curriculum.

* 112 sites are reported to be using components of the project's demonstration model.

JDRP-approved

Idaho Outreach

ADDRESS: University of Idaho
Department of Special Education
Moscow, Idaho 83843

PHONE: (208) 885-6159

FISCAL AGENCY: University of Idaho

DIRECTOR: Dale Gentry
COORDINATOR: Jennifer Olsen
PROJECT MANAGER: Diane Fritz
OTHER STAFF TITLES: trainers

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Van Skike Trust Fund

DESCRIPTION OF DEMONSTRATION MODEL:

The model serves rural children birth to age 5 years who are moderately and severely handicapped. Programming is determined by each child's strengths and needs, parent input, accessibility to the center, and assessment information. A transdisciplinary, functional curriculum approach based on the theory of systematic instruction is used to determine daily programs and daily data collection procedures. Participation by parents is based on individual needs.

MAJOR OUTREACH GOALS:

- To increase or improve high-quality early intervention strategies.
- To provide technical assistance and training to interventionists.
- To refine, disseminate, and field test products.

MAJOR OUTREACH SERVICES:

The project disseminates information and provides technical assistance and training in systematic instruction, parent involvement, infant home programming, transition to the next environment, transdisciplinary approaches, early childhood assessment, and program evaluation. The project co-sponsors an annual statewide early intervention conference, publishes a bimonthly topical paper, and organizes an annual regional workshop.

FEATURES AND PRODUCTS:

Products developed by this project include the Evaluation and Programming System For Infants and Young Children, the Systematic Instructional Manual, topical papers, Social Survival Skills: Transition to Kindergarten, and a slidetape presentation about the project.

* 23 sites are reported to be using components of the project's demonstration model.

PEECH
Precise Early Education for Children with Handicaps

ADDRESS: University of Illinois
Colonel Wolfe School
403 East Healey
Champaign, Illinois 61820

PHONE: (217) 333-4894

FISCAL AGENCY: University of Illinois

DIRECTOR: Merle B. Karnes
COORDINATOR: Betsy Santelli
OTHER STAFF TITLES: replication specialist, evaluator, materials developer

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Joint agreement between Rural Champaign County Education Cooperative and the University of Illinois

DESCRIPTION OF DEMONSTRATION MODEL:
PEECH is a center-based program serving handicapped children age 3 to 5 years and their families. Though the mildly to moderately handicapped are the project's primary population, procedures have been adapted for lower-functioning, sensory-impaired children. The project obtains pre- and posttest data on children. Teachers assess each child's abilities using the Systematic Child Observation and Assessment for Programming (SCOAP) instrument, set individual goals and objectives, and continually evaluate child progress.

MAJOR OUTREACH GOALS:
- To train personnel to develop, implement, and demonstrate a model early education program for preschool handicapped children.
- To prepare and disseminate materials to help early childhood personnel educate handicapped children.

MAJOR OUTREACH SERVICES:
PEECH provides intensive training to each year's replication sites and presents component workshops on topics relevant to early childhood special education. The project mails materials to interested professionals throughout the United States.

FEATURES AND PRODUCTS:
The project developed the SCOAP child assessment instrument and provides the instrument to replication sites. PEECH has also developed classroom and parent activity manuals and numerous handouts on relevant topics in early childhood special education.

* 72 sites are reported to be using components of the project's demonstration model.

JDRP-approved

Macomb 0-3 Project

ADDRESS: 27 Horrabin Hall
Western Illinois University
Macomb, Ilinois 61455

PHONE: (309) 298-1634

FISCAL AGENCY: Western Illinois University

DIRECTOR: Patricia L. Hutinger
COORDINATOR: Bonnie Smith-Dickson
OTHER STAFF TITLES: training coordinator, trainer/evaluator, programmer, consultant/trainer, secretary

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
State Department of Mental Health/Developmental Disabilities (McDonough County Rehabilitation Center and Fulton County Community Workshop and Training Center, Inc.)

DESCRIPTION OF DEMONSTRATION MODEL:
The project provides a home-based remediation and education service to handicapped and at-risk children birth to age 3 years and their families. This rural service model provides home visits (using a functional core curriculum) and a Sharing Center that incorporates child activities, topics of study for parents, and WADE (a water activities program). Parents are involved in all components. The model demonstrates significant practical and statistical child gains based on assessment and parent satisfaction data.

MAJOR OUTREACH GOALS:
- To increase or improve specialized services in rural areas to handicapped and high-risk children birth to age 3 years and their parents.
- To develop an effective outreach model for rural communities.
- To ensure the continuation of services to handicapped children birth to age 3 years by helping early childhood programs develop plans to evaluate and document program effectiveness.

MAJOR OUTREACH SERVICES:
Services include awareness-building activities; stimulation of replication sites; training of other providers; consultation; national, state, and local involvement and coordination; product development, refinement, and revision; evaluation and documentation planning; and HCEEP Rural Network activities.

FEATURES AND PRODUCTS:
Parents are involved in all activities. The Sharing Center, a unique component of the program, is a popular and effective way to bring parents and children together to engage in learning activities. The project has developed and sells Baby Buggy books and papers. A series of videotapes and slidetapes are available for rent. The Macomb 0-3 Project Core Curriculum (and a computerized version), a functional curriculum with adaptations for hearing-impaired and visually and motorically impaired children, is available for sale.

* 26 sites are reported to be using components of the project's demonstration model.

JDRP-approved

RHISE/Outreach

ADDRESS: Children's Development Center
650 North Main Street
Rockford, Illinois 61103

PHONE: (815) 965-6745

FISCAL AGENCY: Children's Development Center

DIRECTOR: Jonah Deppe
COORDINATOR: Elizabeth Landerholm
OTHER STAFF TITLES: training consultants, parent-infant educators, secretary

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Illinois Department of Mental Health/Developmental Disabilities, United Way, County 708 Board, fees, gifts, and contributions

DESCRIPTION OF DEMONSTRATION MODEL:
The demonstration program serves handicapped infants birth to age 3 years and their families in a range of settings including the home, satellite sites, and the center. The project's Consultancy Model is a transdisciplinary approach in which the expertise of a variety of specialists is transmitted to the child and family by one team member through ongoing in-service training and consultation. Community awareness and a strong organizational framework round out the comprehensive program. Clinical consultants measure child progress through standardized assessments, and the parent-infant educators use the Rockford Infant Development Evaluation Scales (RIDES) to document child progress.

MAJOR OUTREACH GOALS:
- To develop comprehensive, high-quality programs for handicapped infants and their families.
- To improve the quality of early intervention services through long-term training and topical workshops.
- To develop and disseminate materials that will increase public awareness of early intervention and help improve the quality of services.

MAJOR OUTREACH SERVICES:
Technical assistance includes program needs assessments, long-term training for model replication, short-term training and workshops on specific topics, on-site consultation, observation and training at the Children's Development Center (demonstration site), product dissemination, and information services.

FEATURES AND PRODUCTS:
The Consultancy Model and the project's parent program are being replicated in both rural and urban settings. Available materials include a revised curriculum syllabus, RIDES, a child development chart, parent readiness levels, parent needs assessment packages, parent learning packages, "Discovery" and "Parent to Parent" (filmstrips developed by parents), "Hello Somebody . . ." (a film about early intervention), Child Find Workshop Proceedings, bibliographies, and articles describing the program.

*36 sites are reported to be using components of the project's demonstration model.

PEEEC
Project for Early Education of Exceptional Children

ADDRESS: West Kentucky Educational Cooperative
Special Education Building, Suite 338
Murray State University
Murray, Kentucky 42071

PHONE: (502) 762-6965

FISCAL AGENCY: West Kentucky Educational Cooperative

DIRECTOR: Melba Casey
COORDINATOR: Vicki Stayton
OTHER STAFF TITLES: project manager

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Calloway County and Caldwell County schools, state funds, and EHA-B funds

DESCRIPTION OF DEMONSTRATION MODEL:
PEEEC offers services to multihandicapped and some high-risk children age 3 to 8 years. The project uses diagnostic-prescriptive methods of intervention and provides annual screening for preschoolers in the community. Individual parent services are based on needs assessments.

MAJOR OUTREACH GOALS:
- To develop and implement an effective outreach model.
- To train and provide technical assistance to early childhood providers to ensure comprehensive educational planning and to stimulate high-quality programs in western Kentucky and other designated sites.
- To provide awareness activities to increase services.
- To develop and distribute products to enhance the quality of services.
- To stimulate state involvement in the support and provision of programs.

MAJOR OUTREACH SERVICES:
The project provides training and technical assistance (workshops and on-site consultations) and disseminates products and information to interested sites.

FEATURES AND PRODUCTS:
Project staff members are working with the Kentucky Department of Education's Office of Education for Exceptional Children, the Head Start Training Facility, and the Kentucky Department of Human Resources to stimulate statewide interagency coordination. Staff members are also actively involved in the State Federation Division for Early Childhood. The project has developed the Preschool Screening Procedures Manual and the Home School Instruction Program Manual.

* 25 sites are reported to be using components of the project's demonstration model.

WELCOME Outreach

ADDRESS: Wheelock College
200 The Riverway
Boston, Massachusetts 02215

PHONE: (617) 734-5200
Ext. 191

FISCAL AGENCY: Wheelock College

DIRECTOR: Linda Gilkerson
COORDINATOR: Jean G. Cole
OTHER STAFF TITLES: administrative assistant, developmental trainer, parent specialist, early intervention specialist

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Five demonstration hospitals in the Boston area

DESCRIPTION OF DEMONSTRATION MODEL:
The project serves high-risk premature infants, their parents, and the professionals who care for them. Services are provided through a Family Support Program, a Developmental Consultation Program for hospitals, and an Outreach/Liaison Program for health care and early intervention programs (seminars, workshops, materials). The project uses the Brazelton Neonatal Assessment Scale and the Assessment of Premature Infant Behavior Scale.

MAJOR OUTREACH GOALS:
- To improve services to high-risk, premature infants and their families.
- To increase networking among health and early intervention agencies.
- To offer training and consultation in early intervention, developmental assessment, care and health needs of toddlers and hospitalized premature infants, family support, and time management for implementing change.

MAJOR OUTREACH SERVICES:
The project offers a range of services to all neonatal intensive care units (NICU) in Massachusetts, their major referring hospitals, and to key early intervention programs. The project works with sites in New York, New Jersey, Pennsylvania, Iowa, Maine, and New Hampshire. A needs assessment determines specific activities at each site.

FEATURES AND PRODUCTS:
The project has produced Premies as Older Infants and Toddlers, Discharge Planning for High-Risk Infants, Developmental Intervention in a Special Care Nursery: a New Approach to Providing Care for the Preterm Infant, Rethinking Our Approach to Disabilities, Integrating Preterm Infants and Their Families into Early Intervention Programs, After Neonatal Intensive Care: Helping Parents Deal with Ongoing Issues, Documenting Developmental Assessment and Interventions for High-Risk Infants, The Early Years: A Guide for Parents of Premature Infants, Organizing Support Programs for Parents of Premature Infants, The Competent Premie Pamphlet (boy and girl versions, Spanish version), a Directory of Early Intervention Programs in Massachusetts, a slidetape on early intervention for health-care providers, and a state-of-the-art report on the referral of NICU graduates to developmental services.

* 13 sites are reported to be using components of the project's demonstration model.

OPTIMUS/Outreach

ADDRESS: 77B Warren Street
Brighton, Massachusetts 02135

PHONE: (617) 783-7300

FISCAL AGENCY: South Shore Mental Health Center, Inc.

DIRECTOR: Geneva Woodruff
COORDINATOR: Margaret O'Hare
OTHER STAFF TITLES: developmental specialist, occupational therapist, media consultants, training consultants, administrative assistant

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:

Third-party payments, Title XX funds, 89-313 contract, and state mental health contract

DESCRIPTION OF DEMONSTRATION MODEL:

The demonstration component is a center- and home-based program for handicapped children birth to age 3 years and their families. The project uses a modified transdisciplinary approach with a primary provider for direct services and a team to assess, plan, and evaluate. Staff members measure child progress every three months using developmental assessment and observation.

MAJOR OUTREACH GOALS:

- To train administrators and direct service personnel in the transdisciplinary model.
- To provide quality services to handicapped children birth to age 5 years and their families.

MAJOR OUTREACH SERVICES:

Workshops, replication services, technical assistance, and materials development constitute the major portion of the project's training efforts.

FEATURES AND PRODUCTS:

Materials developed by the project include: The Parent Involvement Manual; The Policies and Procedures Manual; and slidetapes on the transdisciplinary service delivery model, parental involvement, the ARENA assessment, and preschool programming using a transdisciplinary model.

* 70 sites are reported to be using components of the project's demonstration model.

ERIN Outreach Program

ADDRESS: 376 Bridge Street
Dedham, Massachusetts 02026

PHONE: (617) 329-5529

FISCAL AGENCY: Early Recognition Intervention Network, Inc.

DIRECTOR: Marian Hainsworth
COORDINATOR: Ellen French
OTHER STAFF TITLES: training specialists, administrative assistant, secretary

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Local public schools

DESCRIPTION OF DEMONSTRATION MODEL:
The ERIN system is validated for special and regular education settings. The combination preschool and home programs serve children age 2 to 7 years with moderate to severe special needs. The regular early childhood and primary K-1 program serves mildly to moderately handicapped children who are integrated with nonhandicapped peers. ERIN is a comprehensive system including child-find/screening, assessment, individual education program development, curriculum strategies and techniques, parent involvement, and resource coordination.

MAJOR OUTREACH GOALS:
- To increase the number of children served and to improve the quality of programs using the ERIN model.
- To coordinate model use and training and technical assistance with state planning efforts.
- To help outreach sites develop quality use of the ERIN model.
- To improve and disseminate ERIN print and audiovisual material.
- To provide appropriate leadership and teacher training programs.

MAJOR OUTREACH SERVICES:
ERIN conducts five-day Leadership Training Institutes for trainers, coordinators, and teachers, and provides additional training and support via special topic workshops. The project makes two to four on-site visits to each adopting program. ERIN is developing self-study training print and audiovisual materials and is disseminating awareness materials.

FEATURES AND PRODUCTS:
Project-developed materials include: Preschool Screening Systems (a child test and parent questionnaire); Developmental Inventory of Learned Skills (a criterion-referenced checklist for children birth to age 8 years); Implementing the ERIN Program (teacher kits with units on environment, evaluation and screening, planning, and teaching); and curriculum guides and materials on teaching participation, language, visual-perceptual-motor, body awareness, and control skills. A list of products is available from ERIN.

* 150 sites are reported to be using components of the project's demonstration model.

JDRP-approved

LINC/Outreach

ADDRESS: 212 Education Building
Department of Special Education
University of Missouri
Columbia, Missouri 65211

PHONE: (314) 882-6793

FISCAL AGENCY: University of Missouri

DIRECTOR: Sandra W. Gautt
OTHER STAFF TITLES: replication specialist, dissemination/product coordinator

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Missouri Department of Mental Health, Division of Mental Retardation and Developmental Disabilities

DESCRIPTION OF DEMONSTRATION MODEL:
Project LINC/Outreach serves children birth to age 3 years who have identified handicaps or are at risk for future handicaps and learning problems. The model links regional service centers with local service providers who have regular contact with families. Local service providers help locate children early and provide home-based developmental stimulation through parent training. The regional service centers provide support to the local service providers through ongoing training and technical assistance.

MAJOR OUTREACH GOALS:
- To establish one full replication of the LINC model in Missouri.
- To establish additional adoption sites that use some components of the LINC model.
- To promote adoption of the LINC model in all 11 regional centers in Missouri.

MAJOR OUTREACH SERVICES:
The project provides training in the LINC model, provides the Home Visitor Training Manual and other materials to adoption sites, and provides follow-up training and technical assistance.

FEATURES AND PRODUCTS:
The LINC model concentrates on expanding existing capabilities rather than creating new programs. The model is particularly appropriate in rural areas. Project staff members have developed the Community Linkage Development Guide, the Home Visitor Training Manual, the LINC Activity Manual, and a program monitoring and training form.

* 3 sites will be using components of the project's demonstration model.

AIM Outreach
Albuquerque Integration Model

ADDRESS: 3501 Campus Boulevard, NE
Albuquerque, New Mexico 87106

PHONE: (505) 266-8811

FISCAL AGENCY: Albuquerque Special Preschool

DIRECTOR: Gail Chasey Beam
COORDINATOR: Deborah McCue

OTHER STAFF TITLES: integration specialists, speech pathologist, product development specialist, parent counselor, secretary

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:

New Mexico Health and Environment Department, Developmental Disabilities Bureau, United Way of Greater Albuquerque, and the Albuquerque Special Preschool

DESCRIPTION OF DEMONSTRATION MODEL:

The Albuquerque Integration Model (AIM) serves handicapped and nonhandicapped children age 2 to 5 years in integrated classrooms. Educators are cross-trained in the use of diagnostic and cognitive-developmental approaches. Assessments include the Learning Accomplishment Profile, the Westby Symbolic Play Scale, the Alpern-Boll, the Criteria Checklist (developed by the project), and various language and motor instruments.

MAJOR OUTREACH GOALS:

- To develop and disseminate products which stimulate interest and help train in the concept of integrating handicapped and nonhandicapped preschoolers.
- To train professionals and stimulate high-quality programs for young handicapped children and their families in rural and urban New Mexico.
- To stimulate state involvement in quality programs for handicapped preschoolers.
- To increase awareness of the advantages of mainstreaming.

MAJOR OUTREACH SERVICES:

The project conducts awareness activities, develops and disseminates products, provides consultation and technical assistance, trains professionals, and promotes adaptation of the project's model at other sites. The project has developed mainstreaming and assessment guidelines to the early childhood state plan.

FEATURES AND PRODUCTS:

This project has developed Making Integration Work--A Teacher's Perspective, a guide for integrating handicapped and nonhandicapped preschoolers; Criteria for Integrating/Mainstreaming Handicapped Children, a checklist of behaviors used with developmental assessments; and Handbook for Parents, a question-and-answer handbook that covers common concerns about the integration of young handicapped and nonhandicapped children (a Spanish edition and an edition for Native Americans are available).

* 10 sites are reported to be using components of the project's demonstration model.

FEED
Facilitative Environments Encouraging Development

ADDRESS: Hunter College, Box 20
695 Park Avenue
New York, New York 10021

PHONE: (212) 772-4708

FISCAL AGENCY: Local school districts

DIRECTOR: Nicholas Anastasiow
COORDINATOR: Lisa Simon

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Local education agencies

DESCRIPTION OF DEMONSTRATION MODEL:
Junior high students receive classroom instruction in the nature of normal and delayed development. They work with handicapped and nonhandicapped children in preschool and health-care facilities. Thirty-five objectives are aimed at improving the outcome of child rearing.

MAJOR OUTREACH GOALS:
- To establish new projects in New York City.

MAJOR OUTREACH SERVICES:
Staff members consult with other projects, develop programs, and locate practicum sites (hospitals, preschool handicapped centers, preschools serving the nonhandicapped, day care).

FEATURES AND PRODUCTS:
The curriculum is designed by objectives, and instructional materials (books, films, etc.) are keyed to objectives. Evaluation data indicate major change in attitudes toward handicapped children and health-care facilities. Students report positive feelings about being helpful, and handicapped centers receive valuable service from students.

* 200 sites are reported to be using components of the project's demonstration model.

JDRP-approved

Early Childhood Intervention Outreach

ADDRESS: Salisbury Center
Valentine Road and the Plains Road
Westbury, New York 11590

PHONE: (516) 997-8700
781-4044

FISCAL AGENCY: Board of Cooperative Educational Services of Nassau County

DIRECTOR: Maureen Metakes
COORDINATORS: Dottie Goodman and Fanny Schneider

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Federal, local, and state funding

DESCRIPTION OF DEMONSTRATION MODEL:

The project serves handicapped children birth to age 3 years, their parents, and their extended families. Children enroll in either the home or home-and-school program. The home program consists of a weekly visit to the home by a parent trainer who focuses on interaction between the parent and child and trains the parent in intervention techniques that relate to cognitive, language, speech, self-help, and motor areas. The home-and-school program provides weekly visits to the home and daily three-hour classes at a local public school.

MAJOR OUTREACH GOALS:

- To inform and educate parents, professionals, and service providers regarding the needs of handicapped infants, toddlers, and their families.
- To heighten awareness about the Early Childhood Intervention Outreach Project.
- To improve the quality and delivery of services to handicapped infants, toddlers, and their families.
- To communicate with agencies and professional groups concerned with handicapped infants, toddlers, and their families.
- To disseminate Early Childhood Intervention Outreach Project products nationally.

MAJOR OUTREACH SERVICES:

The project identifies and visits potential adoption sites, disseminates materials to the public and to professionals, and presents workshops (Parent Involvement in the Educational Process; the Early Childhood Intervention Curriculum; Identification, Screening, and Assessment of Infants and Toddlers; and the Transdisciplinary Team Approach).

FEATURES AND PRODUCTS:

The project has developed THE BEST BEGINNING . . . An Early Childhood Intervention Curriculum for Young Handicapped Children, Parent Orientation Guide, Guide to Developing an Early Childhood Education Program, and In the Beginning/A Parent Handbook.

A Regional Program for Preschool Handicapped Children

ADDRESS: Putnam/Northern Westchester BOCES
Projects Building
Yorktown Heights, New York 10598

PHONE: (914) 962-2377

FISCAL AGENCY: Putnam/Northern Westchester Board of Cooperative Educational Services

DIRECTOR: Carol S. Eagen
COORDINATOR: Marsha Bendavid
OTHER STAFF TITLES: secretary

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
New York State Department of Education and the county of the child's residence (under Section 236 of the Family Court Act)

DESCRIPTION OF DEMONSTRATION MODEL:
The project serves 125 children birth to age 5 years with a broad range of handicaps who reside within 18 component school districts. Services combine home- and center-based approaches. Home training is based on the Portage Preschool model. The classroom program uses diagnostic-prescriptive teaching, language intervention, and positive reinforcement. The McCarthy Scales of Children's Abilities, the Peabody Picture Vocabulary Test--Revised, and the California Preschool Social Competency Scales are administered pre and post.

MAJOR OUTREACH GOALS:
- To exchange information and materials with other projects and agencies.
- To develop, refine, and disseminate additional products related to adoption of the regional program.
- To provide technical assistance and training to at least 10 sites.
- To stimulate awareness for possible development of state mandates.
- To prepare trainers from demonstration sites to train target staff.

MAJOR OUTREACH SERVICES:
The project offers and evaluates awareness workshops, needs assessments for individual agencies, and specific training in model components (Parent-Team Involvement and Interactive Teaching).

FEATURES AND PRODUCTS:
The following materials are available from the project: The Curriculum Model for a Regional Demonstration Program for Preschool Handicapped Children, Preschool Project Manual, The Parent Volunteer System: A Manual and Activity Catalog for Teachers, Transdisciplinary Training, Assessment and Consultation Model, A Guide for Creating Community Awareness and Developing Interagency Cooperation, Parent Group Meetings -- Techniques and Topics, Preschool Play: Observation and Intervention, Transition Program -- Preparing for School, Long Range Effects of the Preschool Handicapped Program -- A Follow Up Study, and Summary of Program Accomplishments 1979-81.

* 100 sites are reported to be using components of the project's demonstration model.

JDRP-approved

Chapel Hill Training-Outreach Project

ADDRESS: Lincoln Center
Merritt Mill Road
Chapel Hill, North Carolina 27514

PHONE: (919) 967-8295

FISCAL AGENCY: Chapel Hill-Carrboro Public Schools

DIRECTOR: Anne R. Sanford
OTHER STAFF TITLES: family involvement consultant, special education trainers, secretaries, curriculum and behavior modification consultants

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Chapel Hill-Carrboro (North Carolina) public schools

DESCRIPTION OF DEMONSTRATION MODEL:

The project uses the Learning Accomplishment Profile and parental needs assessments to establish individual learning objectives and appropriate curricula for center-based, home-based, and mainstream settings. Teacher training in curricula, task analysis, behavior modification, parent involvement, and the assessment-curriculum design are basic model components.

MAJOR OUTREACH GOALS:

- To stimulate high quality programs by establishing model replication sites.
- To support state level planning and program evaluation in Louisiana, Kentucky, Florida, and North Carolina through systematic collaboration.
- To develop and disseminate training packages and other materials.
- To revalidate the effectiveness of the Chapel Hill model with JDRP.

MAJOR OUTREACH SERVICES:

The model provides training and technical assistance to identified replication sites, disseminates project-developed materials, and promotes public awareness through conferences and workshops.

FEATURES AND PRODUCTS:

Thirty-five Louisiana parishes and 153 counties in Kentucky are replicating the Chapel Hill model. The Administration for Children, Youth, and Families has funded a national model demonstration center. The East Coast Migrant Head Start Project has adopted the Chapel Hill model. Guam, Korea, and the United Arab Republic are translating and adapting the model, and early childhood personnel throughout Europe are being trained in its use. Project-developed materials include slidetape programs, public service announcements, and manuals and other print materials on assessment, curriculum, family involvement, P.L. 94-142, and competency-based training. "New Friends," a training program designed to develop positive attitudes toward handicapped individuals, is a major component of the mainstreaming efforts. Contact the project for a comprehensive list of materials.

* 1,207 sites are reported to be using components of the project's demonstration model.

JDRP-approved

Pediatric Education Project

ADDRESS: The Nisonger Center
Ohio State University
1580 Cannon Drive
Columbus, Ohio 43210

PHONE: (614) 422-8365

FISCAL AGENCY: The Ohio State University Research Foundation

DIRECTOR: Michael J. Guralnick
COORDINATOR: Karen Heiser
OTHER STAFF TITLES: assistant coordinator

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Local hospital and university support

DESCRIPTION OF DEMONSTRATION MODEL:
The project provides pediatric residents with a one-month rotation in the care and treatment of handicapped children. The residents' progress on a variety of clinical and objective instruments is assessed.

MAJOR OUTREACH GOALS:
- To establish replication in 12 major residency training programs across the country and promote a mandatory rotation in this topic area for all residents.

MAJOR OUTREACH SERVICES:
The project offers technical assistance, workshops, and supportive educational materials and participates in policy sessions and conferences on critical issues.

FEATURES AND PRODUCTS:
A comprehensive curriculum is available, including content outlines, clinical protocols, case studies, and evaluation instruments.

* 38 sites are reported to be using components of the project's demonstration model.

Teaching Research
Infant & Child Center Data-Based Classroom

ADDRESS: Todd Hall
345 North Monmouth Avenue
Monmouth, Oregon 97361

PHONE: (503) 838-1220

FISCAL AGENCY: Oregon State System of Higher Education

DIRECTOR: Joyce M. Peters
COORDINATOR: Torry Piazza Templeman
OTHER STAFF TITLES: trainers

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Local and state funds

DESCRIPTION OF DEMONSTRATION MODEL:
The project is a classroom-based behavioral program serving children age 2 to 8 years with a variety of handicaps including Down's syndrome, cerebral palsy, mental retardation, speech delay, and risk conditions. The program emphasizes individual instruction, trial-by-trial data collection, and the use of trained volunteers as instructors. The Teaching Research Placement Test is the key assessment instrument used to place children into the Teaching Research Curriculum for Moderately and Severely Handicapped. The format of the curriculum is developmental and task analyzed.

MAJOR OUTREACH GOALS:
- To stimulate quality replications of the model's key components.

MAJOR OUTREACH SERVICES:
The project offers five days of training at the demonstration center at Teaching Research. Two follow-up, technical assistance visits are provided to each replication site. The project also conducts awareness workshops.

FEATURES AND PRODUCTS:
The project offers practicum-based training in a Teaching Research demonstration classroom with supervision and feedback provided by project staff. Ongoing evaluation is provided to trainees before, during, and after training, and at the time of follow-up. Project staff members produced the following publications: Training in the Teaching Research Data Based Classroom Model (available only with training); The Data Based Classroom for Moderately and Severely Handicapped; and Teaching Research Curriculum (volumes include Language, Self-Help, Cognitive, Gross and Fine Motor). Staff members are available to provide both general awareness presentations and in-depth workshops on model components.

* 300 sites are reported to be using components of the project's demonstration model.

JDRP-approved

Family Centered Research Project

ADDRESS: Albright College
P.O. Box 516
Reading, Pennsylvania 19603

PHONE: (215) 921-2381
Ext. 236

FISCAL AGENCY: Pennsylvania Department of Education

DIRECTOR: Gilbert M. Foley
COORDINATOR: Barbara J. Keene
OTHER STAFF TITLES: pediatric consultant, physical therapist, occupational therapist

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Berks County Intermediate Unit -- Preschool Special Needs Program

DESCRIPTION OF DEMONSTRATION MODEL:

The project serves multihandicapped infants and preschoolers in a family context, with emphasis on children with mental retardation and neuromotor dysfunction. The project's theoretical orientation integrates a developmental frame of reference with object relation analysis. Service delivery consists of the following three model components: the transdisciplinary approach, family development planning, and assessment and facilitation of attachment-separation-individuation.

MAJOR OUTREACH GOALS:

- To increase and enhance services to preschool handicapped children in Pennsylvania and the nation through awareness training and replication of the model.
- To train preschool personnel in the three components of the model.

MAJOR OUTREACH SERVICES:

The project provides needs assessments, replication training, follow-up site visits, individualized technical assistance, one-day awareness workshops, participatory conferences, keynote addresses, parent groups, and college courses.

FEATURES AND PRODUCTS:

The project uses a family-oriented transdisciplinary approach to serve handicapped infants and preschoolers. Project staff members have expertise in transdisciplinary assessment and programming, family intervention (particularly as it relates to loss-grief reactions), and facilitating the process of attachment-separation-individuation in handicapped children. Products include: Medical Perspectives on Brain Damage and Development, the Attachment-Separation-Individuation Scale, Family Development Planning: A Process Manual, and the Cognitive Observation Guide. The project also disseminates awareness materials describing the three components of the model.

* 40 sites are reported to be using components of the project's demonstration model.

Cognitive Education Project

ADDRESS: Box 9, Peabody College
Vanderbilt University
Nashville, Tennessee 37203

PHONE: (615) 322-8380

FISCAL AGENCY: Vanderbilt University

DIRECTOR: H. Carl Haywood
COORDINATOR: David L. Weatherford
OTHER STAFF TITLES: teaching training specialist, early education specialist, curriculum specialist, parent educator, project assistant, word processor operator, secretary

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:

Tennessee Department of Human Services (Title XX), Tennessee Department of Mental Health/Mental Retardation, Tennessee Conference of United Methodist Churches, and private donations

DESCRIPTION OF DEMONSTRATION MODEL:

The model is designed to serve mildly and moderately handicapped children age 3 1/2 to 5 years and more severely handicapped children up to age 8 years. Cognitive Curriculum for Young Children, developed for this model, is a process-oriented curriculum to teach children how to think and learn. Precognitive and cognitive functions are taught in a preschool classroom setting. In-classroom and at-home activities teach parents to mediate learning experiences for their children. The McCarthy Scales of Children's Abilities, tests of motivation, criterion-referenced measures of curricular progress, and observations of classroom behavior are used to assess child progress.

MAJOR OUTREACH GOALS:

- To provide training, consultation, technical assistance, and materials to 15 preschool programs to implement the Cognitive Education model.
- To develop and implement an effective outreach model for disseminating and evaluating replication of the Cognitive Education model.
- To evaluate the effectiveness of the Cognitive Education approach in terms of influence on children's general development and educability.
- To improve parents' role in their children's development.
- To further develop various aspects of the Cognitive Education model.

MAJOR OUTREACH SERVICES:

The project disseminates information and provides awareness workshops. For programs selected as replication sites, the project provides consultation, technical assistance, training, and curriculum and didactic materials.

FEATURES AND PRODUCTS:

The Cognitive Curriculum for Young Children has eight units that focus on acquisition of specific cognitive functions. While each unit emphasizes specific functions, each one also enhances children's development of communication processes, task-intrinsic motivation, generalized representational thought, and knowledge accumulation. The units are arranged sequentially so that principles and cognitive functions learned in each unit are integrated into the next unit. A parent educational manual is also available.

OUTFIT Project

ADDRESS: Box 151, Peabody College
Vanderbilt University
Nashville, Tennessee 37203

PHONE: (615) 322-8425

FISCAL AGENCY: John F. Kennedy Center for Research on Education and Human Development, and the Peabody College of Vanderbilt University

DIRECTOR: Bob Kibler
CO-COORDINATORS: Elizabeth Gerlock and Mary Porter
OTHER STAFF TITLES: principal investigator, program evaluator, secretary

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Tennessee Department of Mental Health and Mental Retardation, Title XX, DDSA, private donations, and local fundraising activities

DESCRIPTION OF DEMONSTRATION MODEL:
The model operates with an ecological perspective and provides services in rural areas for children birth to age 4 years who are mentally retarded and multihandicapped. Educational programs intervene with families and professionals in the community. Intervention areas include the Piagetian sensorimotor domain and activities in motor, personal-social, hearing and speech, nonverbal communication, and eye-hand coordination skills.

MAJOR OUTREACH GOALS:

- To provide information and products to increase the awareness of parents, professionals, decision makers, and the general public.
- To stimulate and improve services by providing technical assistance and training to professionals.
- To support state efforts in early intervention.
- To coordinate services with related early intervention efforts.
- To maintain the efficient operation of the project and upgrade the capabilities of staff members.

MAJOR OUTREACH SERVICES:
The project offers information, technical assistance, and state involvement services.

FEATURES AND PRODUCTS:
The project has developed Parent Group Guide: Topics for Families of Young Handicapped Children, An Early Intervention Curriculum Matrix, Family, Infant, and Toddler (FIT) Guide, and the FIT Training Guide. The Tennessee Early Intervention Network for Children with Handicaps (over 280 members) was developed as a direct result of efforts of the project and the Early Lifestyles Project at Columbia, Tennessee. The OUTFIT Project focuses heavily on state networking as a means of developing a base of support for replication of the FIT model.

* 7 sites are reported to be using components of the project's demonstration model.

INSITE Outreach

ADDRESS: Department of Communicative Disorders
Utah State University, UMC 10
Logan, Utah 84322

PHONE: (801) 752-4601

FISCAL AGENCY: Utah State University

DIRECTOR: Thomas C. Clark
COORDINATOR: Elizabeth Morgan
OTHER STAFF TITLES: evaluator, product development specialist, trainers

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
State legislature through Utah Schools for the Deaf and Blind

DESCRIPTION OF DEMONSTRATION MODEL:
The project identifies and serves multihandicapped sensory-impaired, deaf multihandicapped, blind multihandicapped, deaf/blind multihandicapped, and severely multihandicapped children birth to age 6 years. The project uses a Home Intervention model for infants and young children and their families. The project has the following components: 1) a communication program; 2) a parent discussion program; 3) a developmental program; and 4) program management.

MAJOR OUTREACH GOAL:
- To help agencies provide high-quality home intervention services for underserved and unserved sensory-impaired preschoolers.

MAJOR OUTREACH SERVICES:
Project staff members offer awareness activities, conduct conferences, develop curricular materials, train, disseminate information, offer on-site technical assistance, and evaluate programs through a nationwide data bank.

FEATURES AND PRODUCTS:
Project INSITE conducts a series of two on-site workshops for adoption sites and trains the parent advisors, administrators, and support personnel in curriculum and delivery of total services for children. The project has four curriculum manuals, one for each program component listed above. The project is in its first year of outreach and has six statewide and regional adoptions.

* 7 sites are reported to be using components of the project's demonstration model.

SKI*HI

ADDRESS: Department of Communicative Disorders
Utah State University, UMC 10
Logan, Utah 84322

PHONE: (801) 752-4601

FISCAL AGENCY: Utah State University

DIRECTOR: Thomas C. Clark
OTHER STAFF TITLES: research and development director, training coordinator, site coordinator, certified trainer, materials disseminator, evaluator, office manager

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
State of Utah legislative appropriation through Utah School for the Deaf

DESCRIPTION OF DEMONSTRATION MODEL:
The model provides direct services to hearing-impaired children birth to age 6 years and their families through weekly home visits by a trained parent advisor. Services include teaching curriculum to parents; hearing aid management; and auditory, communicative, and language skills. Observational checklists are used to assess parent and child, and a language development scale measures child progress. The administrative component includes child identification and processing and program management. Support services include audiological, psychological, and materials support.

MAJOR OUTREACH GOALS:
- To help education agencies provide high-quality home intervention services for underserved and unserved hearing-impaired preschoolers.

MAJOR OUTREACH SERVICES:
Project staff develop curricular and support materials; evaluate programs through a nationwide data bank; and conduct awareness activities, dissemination conferences, continuation training, and on-site technical assistance.

FEATURES AND PRODUCTS:
The project provides to replication sites a yearly summary of child and parent data. Analysis of language scale data for 1983-84 shows that children receiving SKI*HI intervention make statistically significant language gains exceeding those reported in national demographic surveys. During the first year of replication, an agency receives basic curriculum training through a series of on-site workshops. All continuing replication sites have access to regional assistance and update information and may attend SKI*HI summer workshops. SKI*HI has developed and/or made available a curriculum manual, a total communication curriculum, eight slidetape programs, two flip charts to illustrate lessons to parents, lesson summary sheets for parents, a parent resource information packet, two language assessment instruments, a visually oriented version of the curriculum, a videotape training package, a cognitive development program, and a series of monographs on programming for hearing-impaired children and their families.

* 131 sites are reported to be using components of the project's demonstration model.

Social Integration Project

ADDRESS: Developmental Center for Handicapped Persons
Utah State University, UMC 68
Logan, Utah 84322

PHONE: (801) 750-1991

FISCAL AGENCY: Utah State University

CO-DIRECTORS: Joseph J. Stowitschek and Sarah Rule
COORDINATOR: Jill Trice Morgan
OTHER STAFF TITLES: project trainer, special education teachers

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
State education agency

DESCRIPTION OF DEMONSTRATION MODEL:

The project promotes the integration of handicapped children age 2 to 5 years into early education sites. The model is designed so that services can be delivered primarily by regular classroom teachers with support by special educators and specialists (e.g., speech, occupational therapy). The components of the model are service delivery, basic developmental skill building, social skills instruction, home support, and microsessions.

MAJOR OUTREACH GOALS:

- To provide training and technical assistance to preschools and day-care programs that integrate handicapped children using the project's model or its components.
- To develop and evaluate outreach procedures for training and technical services.
- To increase availability of services to handicapped children in rural and urban settings.
- To expand outreach capabilities by developing telecommunications systems for delivery, monitoring, and follow-up.

MAJOR OUTREACH SERVICES:

The project offers on-site staff training of model components. Children are integrated into regular classroom activities supplemented when necessary by incidental teaching and microsessions (individual or small-group lessons). Workshop training and follow-up in the use of microsession training and transfer, the Let's Be Social Curriculum, and integration of preschool children are provided.

FEATURES AND PRODUCTS:

The project has developed Let's Be Social, a social skills curriculum, for use in classrooms and at home. Training and follow-up in the use of the curriculum are available. A microsession training and transfer workshop to teach aides and parents to teach young handicapped children is also disseminated by project staff.

* 9 sites are reported to be using components of the project's demonstration model.

Hampton Institute Mainstreaming Model and Outreach Services

ADDRESS: Hampton University
Hampton, Virginia 23668

PHONE: (804) 727-5434

FISCAL AGENCY: Hampton University

CO-DIRECTORS: James B. Victor and Evelyn R. Albert
OTHER STAFF TITLES: outreach training specialists, secretary

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Hampton University

DESCRIPTION OF DEMONSTRATION MODEL:

The project integrates mildly to moderately handicapped children age 3 to 6 years with their nonhandicapped peers. Individualized and culturally appropriate educational objectives are incorporated into the daily classroom routine. The mainstreaming resource teacher serves as a model within the classroom, a consultant in team planning sessions, and a facilitator for transition. Parents may participate according to individual needs and preferences.

MAJOR OUTREACH GOALS:

- To assist target agencies in replicating the model.
- To prepare and disseminate awareness, instructional, and training products.
- To maximize use of existing services by coordinating with local, regional, and national groups.
- To increase awareness of model components and outreach services.

MAJOR OUTREACH SERVICES:

The project targets local school divisions, Headstart programs, social service and community agencies, pediatricians, and day-care centers. Training specialists help sites assess needs and interests and provide appropriate training programs (workshops, classroom demonstrations, on-site consultations, summer institutes, courses for college or continuing education credit, and practicum experiences). Staff members are actively involved in the Virginia Early Intervention Network, Virginia Association for First Chance Projects, Virginia Division for Early Childhood, and Virginia Action for Prevention Early Childhood Committee, and in coordination with local, regional, and state agencies. Recent collaborative efforts include development of Virginia SEA/Headstart Collaborative Agreement and Hampton Foster Parent Training.

FEATURES AND PRODUCTS:

Products include training materials (Beyond Yes or No: Vulpe Performance Analysis Scale, Resources . . . in the Classroom, Very Important Preliminary Steps for Mainstreaming) and awareness materials (print and audiovisual). Products in development are Cultural Diversity Inventory Checklist, Social Interaction Assessment and Training Packet, Observation of Mainstreaming Readiness, and a slidetape program for resource teachers.

* 13 sites are reported to be using components of the project's demonstration model.

Model Preschool Outreach Project

ADDRESS: Experimental Education Unit
University of Washington, WJ-10
Seattle, Washington 98195

PHONE: (206) 543-4011

FISCAL AGENCY: University of Washington

DIRECTOR: Rebecca R. Fewell
COORDINATOR: Patricia Oelwein
OTHER STAFF TITLES: field trainer (communication model), field trainer (Down's syndrome model), dissemination specialist, research coordinator/programmer, secretary

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
The state of Washington, local education agencies, and public agencies

DESCRIPTION OF DEMONSTRATION MODEL:
The Program for Children with Down's Syndrome and Other Developmental Delays is designed to accelerate and maintain children's gains in fine- and gross-motor, self-help, social, communication, and cognitive areas. The Communication Program uses systematic instructional programming in communication and language to modify the deficiencies identified by assessment and by observation in the classroom. Children in the program are assessed twice yearly with the Down's Syndrome Performance Inventory. The Communication Program uses the Sequenced Inventory of Communication Development and the Preschool Profile.

MAJOR OUTREACH GOALS:
- To provide training and other assistance to programs.
- To prepare and provide materials to programs and individuals.
- To promote awareness and stimulate improved services.

MAJOR OUTREACH SERVICES:
The project offers field-based and center-based training, technical assistance, instructional and informational materials, and follow-up assistance as requested.

FEATURES AND PRODUCTS:
The program has demonstrated that it can effectively work with communication-delayed children and those with Down's syndrome and other developmental delays. Parent involvement techniques particularly maximize child gains as parents and other members of the interdisciplinary team coordinate efforts at home and at school.

* 47 sites are reported to be using components of the project's demonstration model.

JDRP-approved

Northwest Center Infant/Toddler Program

ADDRESS: 2919 1st Avenue West
Seattle, Washington 98119

PHONE: (206) 281-9222

FISCAL AGENCY: Northwest Center for the Retarded

EXECUTIVE DIRECTOR: James McClurg
PROJECT DIRECTOR: Linda L. Gil
OTHER STAFF TITLES: occupational therapist, communications disorder specialist, registered nurse, special education teacher, family specialist

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:

Developmental Disabilities; Title I; tuition from parents of nonhandicapped children; state, county, and local public revenues; and private funding sources

DESCRIPTION OF DEMONSTRATION MODEL:

The center- and home-based programs serve children birth to age 5 years and their families. Children may be multihandicapped or simply mildly delayed in one skill area. The center-based program is completely integrated (24 nonhandicapped children and 24 handicapped children). Educational programming, therapies, family involvement, health services, and a nutrition component are provided. Child progress is measured by standardized and criteria-referenced developmental checklists.

MAJOR OUTREACH GOALS:

- To provide awareness and information about the program to other public and private programs serving handicapped children.
- To replicate components of the model.
- To help program staff of replication sites coordinate services to children jointly served by two or more agencies.
- To train program staff of early childhood programs to provide services to children in mainstream and integrated environments.

MAJOR OUTREACH SERVICES:

The project conducts presentations to organizations, public schools, agencies, and others who request information. Project staff members provide direct training and evaluation assistance to programs replicating components of the model. Staff members also consult with community college personnel.

FEATURES AND PRODUCTS:

The project has developed the manual, The Integration of Handicapped and Nonhandicapped Infants and Toddlers: A Guide to Program Development; a series of ten tapes from the "Young and Special" tape series (to enhance the use of specific training components at replication sites); and a curriculum guide for use with disabled parents of at-risk and handicapped children.

* 2 sites are reported to be using components of the project's demonstration model.

The Portage Project

ADDRESS: 626 East Slifer Street
P.O. Box 564
Portage, Wisconsin 53901

PHONE: (608) 742-8811

FISCAL AGENCY: Cooperative Educational Service Agency #5

DIRECTOR: George Jesien
OTHER STAFF TITLES: training specialists, materials development specialist

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Twenty-three local school districts in south-central Wisconsin in cooperation with the Wisconsin Department of Public Instruction

DESCRIPTION OF DEMONSTRATION MODEL:
The Portage Project is a structured, data-based, individualized home teaching program serving multicategorical handicapped children birth to age 6 years. A home teacher helps parents assess their children's skills in five developmental areas, target emerging skills, define appropriate teaching techniques, and evaluate their children's performance. Learning occurs in the parent and child's natural environment, and one-to-one interaction promotes full family participation and individualization of instructional goals.

MAJOR OUTREACH GOALS:
- To provide training and technical assistance to agencies interested in implementing home-based services for preschool children with special needs.
- To advocate for and help support effective and satisfying direct involvement of parents in the education of their children.
- To develop and disseminate materials.
- To support the HCEEP goal of comprehensive services for all handicapped children birth to age 6 years.

MAJOR OUTREACH SERVICES:
Staff members provide training and technical assistance to replication and demonstration sites, conduct awareness workshops and conference presentations, and develop and disseminate materials to help replicate the model.

FEATURES AND PRODUCTS:
The project developed the Portage Guide to Early Education (English and Spanish), a curriculum assessment for handicapped children birth to age 6 years; the Portage Parent (training) Program; the booklet, Get A Jump On Kindergarten; a newly revised comprehensive book on the Portage model called The Portage Home Teaching Handbook; and training modules on topics such as "Transitioning the Special Needs Child," "Positive Discipline," and "Individualizing in the Classroom."

JDRP-approved

WISP/Outreach
Wyoming Infant Stimulation Program

ADDRESS: P.O. Box 3224, University Station
Laramie, Wyoming 82071
PHONE: (307) 766-6145

FISCAL AGENCY: University of Wyoming

DIRECTOR: Janis A. Jelinek
COORDINATOR: Donna M. Hinds
OTHER STAFF TITLES: outreach trainers

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
State of Wyoming, Department of Health and Social Services, Title I, United Way, and local government

DESCRIPTION OF DEMONSTRATION MODEL:
WISP provides comprehensive services for mildly to severely handicapped infants birth to age 3 years and their families. The program serves a rural area and uses both center- and home-based intervention. The model is developmental-prescriptive and includes these key components: identification and screening; assessment and diagnostics; program planning; curriculum for infants and toddlers; parent involvement; program evaluation; and administration and management. The major measure of child progress is the Early Learning Accomplishment Profile; other criterion- and norm-referenced measures are used as necessary.

MAJOR OUTREACH GOALS:
- To increase or improve services to handicapped preschoolers and their families.
- To develop and implement an effective outreach model.
- To create awareness of the need for early intervention.

MAJOR OUTREACH SERVICES:
The project provides on-site training and technical assistance to local programs that wish to replicate or adapt the model. Short-term training sessions are also conducted for parents, professionals, community groups, and university students. The project is currently developing and implementing a model for using the Agricultural Extension Services (extension home economists) to increase awareness of and access to early intervention programs for segments of the agricultural community.

FEATURES AND PRODUCTS:
These materials were developed by, or are available from, the project: Infant and Toddler Resource Guide (a reference list of textbooks, assessment and screening instruments, curriculum materials, and audiovisual materials), the Parent-Child Summer Book, WISP Parent Program Manual, the WISP Community Workshop Guide, the WISP Training Manual, a project brochure, the Wyoming Screening Manual, test materials for administration of the Revised Developmental Screening Inventory, and "Community Awareness of Early Intervention" (a hands-on public relations workshop).

* 36 sites are reported to be using components of the project's demonstration model.

Alabama

TYPE OF GRANT: state plan grant (planning phase)

DIRECTOR: Freda Judge PHONE: (205) 261-5099

STATE PLAN GRANTEE ADDRESS:
Alabama Department of Education
Program for Exceptional Children and Youth
868 State Office Building
501 Dexter Avenue
Montgomery, Alabama 36130

SPECIALNET USER NAME: AL.SE

FISCAL AGENCY: Alabama Department of Education

ADMINISTRATIVE AGENCY: same

PERIOD OF FUNDING: 1984-86

STATE DIRECTOR OF SPECIAL EDUCATION: Anne Ramsey PHONE: (205) 261-5099

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 6 to 21 years.
Permissive: age 5 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1984-1985:
- To identify agencies that serve preschoolers including the handicapped.
- To identify persons to serve on a planning-phase advisory panel to help plan a statewide needs assessment.
- To investigate logistics of tracking handicapped preschoolers.
- To investigate logistics of administering Department of Education activities related to preschool handicapped children.

INTERAGENCY COMPONENT:
The Alabama Department of Education has working relationships with the Departments of Public Health, Mental Health, and Pensions and Security, the state agencies responsible for the major programs currently available to handicapped preschoolers. Alabama will investigate the logistics of more formal interagency commitments during the project year. An HCEEP planning-phase advisory panel representing professional, support, and lay persons will review initial data summaries and make recommendations regarding a formal statewide needs assessment.

FEATURES AND PRODUCTS:
Alabama will focus its initial efforts on identifying existing services that integrate, or could integrate, handicapped and nonhandicapped children. First-year activities will yield a formal needs assessment design.

Alaska

TYPE OF GRANT: state plan grant (planning phase)

DIRECTOR: Sherman Welch PHONE: (907) 465-2970

COORDINATOR: Barbara Smith PHONE: (907) 277-2451

STATE PLAN GRANTEE ADDRESS:
Alaska Department of Education
Division of Special Education
Pouch F--State Office Building
Juneau, Alaska 99811

SPECIALNET USER NAME: ALASKAOEC

FISCAL AGENCY:
Alaska Department of Education
Division of Special Education

ADMINISTRATIVE AGENCY: Easter Seal Society of Alaska, Inc.

PERIOD OF FUNDING: 1984-86

STATE DIRECTOR OF SPECIAL EDUCATION: William S. Mulnix PHONE: (907) 465-2970

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 3 to 19 years.
Permissive: birth to age 2 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1984-1985:

- To design a statewide needs assessment of the components of a "comprehensive service delivery system" using existing data.
- To identify policies, personnel, fiscal resources, and systems of management needed to develop and implement a state plan.
- To develop state-of-the-art papers and materials related to public awareness and a comprehensive service delivery system.

INTERAGENCY COMPONENT:

The following agencies, programs, and organizations will be asked to participate in a group to help plan, develop, and implement a state plan for preschool handicapped children: Alaska Department of Education; Department of Health and Social Services; Department of Community and Regional Affairs; the Governor's Council for the Handicapped and Gifted; institutions of higher education; Easter Seal Society; Headstart; Regional Access Program; Alaska Resources for the Moderately and Severely Impaired; Academy of Pediatrics; Council for Exceptional Children; Association for Retarded Citizens; SEPTR (a parent advocacy group); and numerous professional organizations (CASE, ASHA, NASP).

FEATURES AND PRODUCTS:

The Easter Seal Society of Alaska, Inc., is subcontracted to conduct substantive activities of the project.

American Samoa

TYPE OF GRANT: state plan grant (planning phase)

DIRECTOR: Jane J. French PHONE: 011 (684) 633-1323

STATE PLAN GRANTEE ADDRESS:
American Samoa Department of Education
Division of Special Education
American Samoa Government
Pago Pago, American Samoa 96799

FISCAL AGENCY:
American Samoa Department of Education
Division of Special Education

ADMINISTRATIVE AGENCY: same

PERIOD OF FUNDING: 1984-86

STATE DIRECTOR OF SPECIAL EDUCATION: Jane J. French PHONE: 011 (684) 633-4789

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: birth to age 5 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1984-1985:

- To complete a needs assessment necessary to design and implement a state plan for services to children birth to age 5 years.
- To collect current demographic information.
- To evaluate available services and establish interagency collaboration between special education, regular education, and medical services.
- To review current program standards and regulations.
- To develop parent and staff training opportunities.
- To identify additional funding sources.
- To plan and implement a campaign to increase public awareness.

INTERAGENCY COMPONENT:

A cooperative agreement will be developed between the Early Childhood Division and the Special Education Division within the American Samoa Department of Education and the Department of Medical Services to clarify the roles and responsibilities of each in regard to child-find efforts, evaluation of current services, and public awareness. A task force of parents, professionals, and community leaders will be formed to begin planning activities.

FEATURES AND PRODUCTS:

American Samoa's Special Education Division with the Department of Medical Services and the Division of Early Childhood Education will develop a cooperative agreement and conduct a comprehensive child-find effort. Products include a needs assessment report of services for children birth to age 5 years, a cooperative agreement document, and public awareness materials.

Arizona

TYPE OF GRANT: state implementation grant (SIG)

DIRECTOR: Gene Gardner PHONE: (602) 255-3183

COORDINATOR: Sara Robertson PHONE: (602) 255-3183

SIG ADDRESS: Special Education
Arizona Department of Education
1535 West Jefferson
Phoenix, Arizona 85007

SPECIALNET USER NAME: ALANET

PERIOD OF FUNDING: 1982-85

STATE DIRECTOR
OF SPECIAL EDUCATION: Chuck Essigs PHONE: (602) 255-3183

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 5 to 21 years.
Permissive: age 3 to 4 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1983-1985:

- To develop a comprehensive plan for the delivery of coordinated services to handicapped children age 3 to 5 years.
- To develop a technical assistance network.
- To develop and implement an efficacy study of the Title VI-B discretionary preschool projects and preschool incentive grant projects in Arizona through interagency efforts.
- To continue to promote development of systematic identification and referral procedures for handicapped preschool children through interagency planning at the state, regional, and local levels.
- To refine and finalize recommendations for certification and endorsement requirements for teachers of preschool handicapped children.

EVALUATION PLAN

Formative and summative evaluation activities focus on the progress of the project's staff members and others working toward SIG objectives. The evaluation will answer two questions: Did the project accomplish the activities as outlined by each objective? and, Did the accomplishment of objectives make a difference?

FEATURES AND PRODUCTS:

The Arizona SIG is assisted by a preschool advisory task force and consortium. Products of the joint effort include: Guidelines for Developing Services for Handicapped Preschool Children; Special Education Standards for Preschool Programs (not mandated); a "Preschool Appendix" to the state of Arizona monitoring handbook; reports assessing service capabilities and training and technical assistance needs of preschool special education programs; and a survey of agencies that provide identification, evaluation, and referral services for handicapped preschoolers.

Arkansas

TYPE OF GRANT: state plan grant (planning phase)

DIRECTOR: Lena Fulmer PHONE: (501) 371-2161

STATE PLAN GRANTEE ADDRESS:
Arkansas Department of Education
Special Education Section
Arch Ford Building, Room 105-C
Little Rock, Arkansas 72201

SPECIALNET USER NAME: ARKANSASSE

FISCAL AGENCY:
Arkansas Department of Education
Special Education Section

ADMINISTRATIVE AGENCY: same

PERIOD OF FUNDING: 1984-86

STATE DIRECTOR OF SPECIAL EDUCATION: Diane Sydoriak PHONE: (501) 371-2621

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 6 to 21 years; age 5 to 21 years in school districts that have kindergarten classes.

MAJOR OBJECTIVES AND PURPOSES FOR 1984-1985:
- To establish a planning committee to represent all state agencies dealing with all young handicapped children.
- To develop a state plan for educating young handicapped children.
- To determine the number of children (and their disabilities) in need of services.
- To develop program guidelines, eligibility criteria, and a draft of essential legislation.
- To develop and provide support services to parents.

INTERAGENCY COMPONENT:
A multiagency committee will develop a state plan based on the results of the service needs assessment and five regional conferences. The planning committee will consist of representatives from the following: the Arkansas Departments of Education, Health, and Human Services; state legislature (House and Senate); Headstart; private agencies; Arkansas Children's Hospital; University Arkansas Coalition for the Handicapped; and public schools.

FEATURES AND PRODUCTS:
Two HCEEP projects in Arkansas will be used as pilot demonstration sites to show possible use of services. Local service providers will be invited to five regional conferences to help identify needed and available services.

California

TYPE OF GRANT: state implementation grant (SIG)

DIRECTOR: Nancy Obley-Kilborn PHONE: (916) 324-8417

COORDINATOR: Betsy Qualls PHONE: (916) 323-6673

SIG ADDRESS: Special Education Division
721 Capitol Mall
Sacramento, California 95814

SPECIALNET USER NAME: CALIFORNIAOSE

PERIOD OF FUNDING: 1978-85

STATE DIRECTOR
OF SPECIAL EDUCATION: Louis S. Barber PHONE: (916) 323-4768

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:

Mandated: age 3 years for those requiring "intensive special education and services," birth to age 3 years for those requiring "intensive special education and related services" in districts that offered a program in 1980-81.

Permissive: birth to age 3 years for those requiring "intensive special education and related services" in districts that did not offer a program in 1980-81.

MAJOR OBJECTIVES AND PURPOSES FOR 1983-1985:

- To develop a comprehensive statewide plan for the implementation of a coordinated full-service delivery system among all service providers.
- To develop statewide interagency agreements for the implementation of a coordinated full-service delivery system among all service providers.
- To help develop a consortia of early childhood special educators.

EVALUATION PLAN:

The evaluation will use the "management by objectives" method. Objectives will be revised and updated annually based on survey results from the SIG advisory committee.

FEATURES AND PRODUCTS:

The SIG has developed an intradepartmental plan to maximize use of all existing service programs, established criteria for teacher accreditation, developed a needs assessment instrument for training and technical assistance, and developed two workshops: "Establishing Programs for Handicapped Preschool Children" and "Mainstreaming Young Handicapped Children." Print materials include: Guidelines for Providing Services to Infant and Preschool Individuals with Exceptional Needs; Interstate Conference on Consortium Development; Selected Programs Serving Handicapped Infants and Preschool Children: A Compendium of Program Descriptions for California Educators; Early Warning Signs; Early Intervention: A Working Paper, The Efficacy and Cost Effectiveness of Early Education for Handicapped Infants and Preschool Children, and a child-find brochure.

Colorado

TYPE OF GRANT: state implementation grant (SIG)

DIRECTOR: Elizabeth W. Soper PHONE: (303) 573-3267

SIG ADDRESS: Special Education Services
Colorado Department of Education
First Western Plaza, 6th floor
303 W. Colfax Avenue
Denver, Colorado 80204

SPECIALNET USER NAME: COLORADOSESU

PERIOD OF FUNDING: 1981-85

STATE DIRECTOR
OF SPECIAL EDUCATION: Brian A. McNulty PHONE: (303) 573-3230

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 5 to 21 years.
Permissive: birth to age 5 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1983-1985:
- Revise the comprehensive statewide plan for services to handicapped preschoolers.
- Implement and evaluate local interagency collaboration efforts.
- Collect and analyze program cost data.
- Conduct collaborative training activities.

EVALUATION PLAN:
Activities and products will be documented; all activities will be evaluated by target audiences; cost analysis data will be published; and local interagency process outcomes will be described and analyzed.

FEATURES AND PRODUCTS:
The project developed revised (1983) early childhood special education teacher certification standards and produced Effectiveness of Early Special Education in Colorado, Perspectives on Interagency Collaboration (proceedings of a symposium, 1982), early childhood special education guidelines, My Baby's Book/Libro de Mi Bebe (bilingual child development guide for parents), and the Child Find Manual.

Connecticut

TYPE OF GRANT: state implementation grant (SIG)

DIRECTOR: Virginia Volk PHONE: (203) 566-5225

STATE PROGRAM MANAGER OF EARLY CHILDHOOD SPECIAL EDUCATION: William J. Gauthier, Jr. PHONE: (203) 566-5079

SIG ADDRESS:
Room 350
State Department of Education
P.O. Box 2219
Hartford, Connecticut 06145

SPECIALNET USER NAME: CONNECTICUTBSS

PERIOD OF FUNDING: 1978-85

STATE DIRECTOR OF SPECIAL EDUCATION: Tom B. Gillung PHONE: (203) 566-4383

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 3 (by January 1 of school year) to 21 years.
Permissive: birth to age 3 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1983-1985:

- To continue the Interagency Early Intervention Committee of representatives from 11 agencies that serve young children with special needs.
- To develop a statewide comprehensive plan.
- To update and refine an information bank and retrieval system of statewide service agencies.
- To aid in the pilot implementation of the training and technical assistance provisions of the interagency agreement between Head Start and the Department of Education.
- To present one conference and three workshops to provide training and technical assistance in the area of early childhood special education.
- To develop guidelines for home-based and center-based programs for children birth to age 3 years.

EVALUATION PLAN:
On-site evaluation uses a matrix evaluation format.

Delaware

TYPE OF GRANT: state implementation grant (SIG)

DIRECTOR: Carl M. Haltom PHONE: (302) 736-5471

COORDINATOR: Barbara E. Humphreys PHONE: (302) 736-4667

SIG ADDRESS: State Department of Public Instruction
Townsend Building, P.O. Box 1402
Dover, Delaware 19903

SPECIALNET USER NAME: DELAWAREECD

PERIOD OF FUNDING: 1983-85

STATE DIRECTOR
OF SPECIAL EDUCATION: Carl M. Haltom PHONE: (302) 736-5471

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:

Mandated: from birth for deaf, blind, deaf/blind, and autistic; age 3 to 21 years for mentally retarded and orthopedically impaired; age 4 to 21 years for all other handicaps.

MAJOR OBJECTIVES AND PURPOSES FOR 1983-1985:

- To help identify, verify, and define the need for a comprehensive plan.
- To secure administrative commitment to the comprehensive plan.
- To establish links with other states, state consortia, U. S. Special Education Programs, the Technical Assistance Development System (TADS), the National Association of State Directors of Special Education, Regional/Resource Centers, and other agencies.
- To formulate measurable goals and objectives for the comprehensive plan.
- To analyze and select state and local implementation strategies for each objective and select three local field/pilot test sites.
- To complete the draft comprehensive plan.
- To develop and implement a computerized child-tracking system and data-based management system for handicapped infants and preschool children.

EVALUATION PLAN:

The three-phase planning model is an open system, and the ongoing formative and yearly summative evaluations provide periodic feedback to the planning group. An internal monitoring and evaluation team has been selected from the agencies' planning, research, evaluation, and infant/preschool staffs. The external, ongoing formative and yearly summative evaluations are conducted by a monitoring and evaluation team of in-state and out-of-state consultants.

FEATURES AND PRODUCTS:

Staffs of public and private agencies have developed a matrix to determine needs and gaps in service. Needs Assessment, Comprehensive Plan, and Tracking System task forces have been formed. Each task force has had at least three meetings and has generated preliminary forms and outlines for assigned tasks.

127 STATE GRANT

District of Columbia

TYPE OF GRANT: state plan grant (planning phase)

DIRECTOR: Maureen Thomas PHONE: (202) 724-4022

STATE PLAN GRANTEE ADDRESS:
District of Columbia Public Schools
Division of Special Education and Pupil Personnel Services
10th & H Streets, N.W.
Washington, D.C. 20001

SPECIALNET USER NAME: DCSE

FISCAL AGENCY: D.C. Department of Education

ADMINISTRATIVE AGENCY: Division of Special Education and Pupil Personnel Services

PERIOD OF FUNDING: 1984-86

DIRECTOR OF SPECIAL EDUCATION: Doris A. Woodson PHONE: (202) 724-4018

LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 3 to 21 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1984-1985:

- To identify interagency commitments for coordinated services to handicapped children birth to age 3 years and their families.
- To determine the number of handicapped children birth to age 3 years, their needs, and available services.
- To plan for the development of an early childhood state plan.
- To plan training activities for families, caretakers, and professionals working with handicapped children birth to age 3 years.

INTERAGENCY COMPONENT:

Interagency commitments will be sought from hospital pediatric and child development clinics, programs serving children birth to age 3 years, Headstart, Department of Human Services, Department of Recreation, Visiting Nurses Association, HCEEP projects, and the Spanish Educational Development Center. Representatives of parent groups and agencies serving handicapped children will form working committees to investigate interagency coordination and various components of the early childhood state plan.

FEATURES AND PRODUCTS:

The project will develop needs assessment data, draft components of an early childhood state plan, and develop plans for parent and professional training activities.

Florida

TYPE OF GRANT: state implementation grant (SIG)

DIRECTOR: Landis Stetler PHONE: (904) 488-1570

COORDINATOR: Gloria Dixon Miller PHONE: (904) 488-2054

SIG ADDRESS: Florida Department of Education
Bureau of Education for Exceptional Students
Knott Building
Tallahassee, Florida 32301

SPECIALNET USER NAME: FLORIDABEES

PERIOD OF FUNDING: 1983-85

STATE DIRECTOR
OF SPECIAL EDUCATION: Landis Stetler PHONE: (904) 488-1570

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: kindergarten to grade 12.
Permissive: birth to kindergarten.

MAJOR OBJECTIVES AND PURPOSES FOR 1983-1985:

- To develop a draft of a comprehensive plan for maximizing services to preschool handicapped students.
- To provide one interagency pilot project and a second interagency grant to (1) demonstrate effective interagency planning and cooperation in the provision of quality services to preschool handicapped students and (2) to demonstrate the use of regional data to identify gaps in educational and related services to preschool handicapped students.

EVALUATION PLAN:

A third-party process evaluation was conducted to help develop the evaluation design, track project implementation, and report findings and conclusions. The first phase of the evaluation focused primarily on project activities, as effects of the project are expected to be long term rather than immediate. The third-party evaluator certified that first-year goals had been accomplished. Emerging issues include development of a common vision by policymakers and legislative support.

Georgia

TYPE OF GRANT: state implementation grant (SIG)

DIRECTOR: Donna O'Neal PHONE: (404) 656-6319

SIG ADDRESS: Program for Exceptional Children
Georgia Department of Education
Suite 1966, Twin Towers East
205 Butler Street
Atlanta, Georgia 30334

SPECIALNET USER NAME: GEORGIASPD

PERIOD OF FUNDING: 1983-1985

STATE DIRECTOR
OF SPECIAL EDUCATION: Joan Jordan PHONE: (404) 656-2425

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 5 to 18 years.
Permissive: birth to age 4 years and age 18 to 21 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1983-1985:

- To develop the Georgia State Plan for Services to Handicapped Preschoolers and the Georgia Resource Manual for Programs for Handicapped Preschoolers.
- To develop, implement, and evaluate regional delivery models for eventual replication through subgrants to two local education agencies.
- To sponsor statewide training activities for professionals and paraprofessionals in educational programming for young handicapped children.

EVALUATION PLAN:

The advisory council and the Georgia Department of Education will use on-site visits and periodic reports on goal completion to evaluate the regional delivery models. Training activities will be evaluated and presented in a summary report. Formative procedures will be used to evaluate print materials.

FEATURES AND PRODUCTS:

The following materials will be developed and disseminated: the Georgia State Plan for Services to Handicapped Preschoolers and the Georgia Resource Manual for Programs for Handicapped Preschoolers.

Hawaii

TYPE OF GRANT: state implementation grant (SIG)

DIRECTOR: Jo-Alyce K. Peterson PHONE: (808) 737-9859

COORDINATOR: Kristine Renee Derer PHONE: (808) 737-2564

SIG ADDRESS: 3430 Leahi Avenue
Honolulu, Hawaii 96815

SPECIALNET USER NAME: HAWAIISNB

PERIOD OF FUNDING: 1983-85

STATE DIRECTOR
OF SPECIAL EDUCATION: Miles S. Kawatachi PHONE: (808) 737-3720

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 3 to 20 years.
Permissive: birth to age 3 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1983-1985:

- To develop curricula and procedures that will prepare handicapped preschool children for subsequent (higher functioning) environments.
- To develop a skill assessment instrument, curricula, and adaptations to address identified skills and procedures for facilitating acceptance, transition, and communication.

EVALUATION PLAN:

During the first year, ongoing formative evaluation will ensure timely completion of program elements (e.g., assessment instrument, observation, protocol, and curricula). Summative evaluation strategies used during the second year of SIG funding will include pre and post measures on skill attainment, rates of referral to regular kindergarten placements, and positive changes in attitudes of regular education teachers and peers.

Idaho

TYPE OF GRANT: state plan grant (planning phase)

DIRECTOR: Paul Swatsenbarg PHONE: (208) 334-4181

STATE PLAN GRANTEE ADDRESS:
Idaho Department of Health and Welfare
Division of Community Rehabilitation
450 W. State Street
Boise, Idaho 83720

SPECIALNET USER NAME: IDAHOSE

FISCAL AGENCY: Department of Health and Welfare

ADMINISTRATIVE AGENCY: same

PERIOD OF FUNDING: 1984-86

STATE DIRECTOR OF SPECIAL EDUCATION: Martha Noffsinger PHONE: (208) 334-3940

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 6 to 21 years.
Permissive: kindergarten.

MAJOR OBJECTIVES AND PURPOSES FOR 1984-1985:
- To establish and maintain an advisory panel.
- To identify existing agencies and services for handicapped children birth to age 5 years.
- To compile and disseminate information about exemplary programs.
- To improve efforts to evaluate the effectiveness of early intervention programs in Idaho.
- To provide technical assistance to early childhood programs.

INTERAGENCY COMPONENT:
The Idaho Department of Health and Welfare has an interagency agreement with the Idaho Department of Education to provide services to preschool handicapped children. An advisory panel will meet quarterly to help develop a system to coordinate state plan grant activities. The panel will include a parent, teachers, early childhood professionals, educators, and legislators.

FEATURES AND PRODUCTS:
At seven regional topical workshops, each workshop participant will develop at least one contract for an activity to be conducted at the local and regional level to improve coordination or services. A statewide assessment will be conducted to identify service needs, gaps, and duplication. Products will include: an initial draft of a state plan; ten service delivery issues; a draft certification process; a newsletter (quarterly); and a survey of transition needs.

Illinois

TYPE OF GRANT: state plan grant (planning phase)

DIRECTOR: Lynn Moore PHONE: (217) 782-6601

COORDINATOR: Jonah Deppe PHONE: (217) 782-6601

STATE PLAN GRANTEE ADDRESS:
Department of Special Education Services
100 N. First Street
Springfield, Illinois 62777

SPECIALNET USER NAME: ILLINOISDSES

FISCAL AGENCY: State Board of Education

ADMINISTRATIVE AGENCY: Illinois Department of Special Education Services

PERIOD OF FUNDING: 1984-86

STATE DIRECTOR OF SPECIAL EDUCATION: Joseph Fisher PHONE: (217) 782-6601

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 3 to 21 years.
Permissive: birth to age 3 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1984-1985:
- To complete planning activities for a comprehensive early childhood state plan.
- To summarize the history and authority of each public state agency providing services to children birth to age 5 years.
- To determine discrepancies between needs and available services.
- To compile, interpret, and disseminate needs assessment data.
- To promote awareness of project activities.

INTERAGENCY COMPONENT:
Three interagency groups will be formed during the project: (1) a steering committee of administrators from state agencies involved in services to handicapped children birth to age 5 years and a liaison from the governor's office; (2) an advisory council of representatives from service providers, professional groups, and parent organizations; (3) a task force of staff members from state agencies serving handicapped children birth to age 5 years.

FEATURES AND PRODUCTS:
Each state agency's authority to provide services to handicapped children birth to age 5 years will be intensively reviewed. This will result in an analysis of the state's problems with differing terminology and incompatible service delivery areas. A needs assessment will be conducted concerning 11 areas of comprehensive service delivery. A state agency summary document and a needs assessment report will be developed.

Indiana

TYPE OF GRANT:	state plan grant (planning phase)	
DIRECTOR:	Sarah B. Clapp	PHONE: (317) 927-0216
PROJECT FACILITATOR:	Christina Isaacson	PHONE: (219) 237-4349
STATE PLAN GRANTEE ADDRESS:	Indiana Department of Education Division of Special Education 229 State House Indianapolis, Indiana 46204	
SPECIALNET USER NAME:	INDIANADSE	
FISCAL AGENCY:	Indiana Department of Education Division of Special Education	
ADMINISTRATIVE AGENCY:	same	
PERIOD OF FUNDING:	1984-86	
STATE DIRECTOR OF SPECIAL EDUCATION:	Gil Bliton	PHONE: (317) 927-0216

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 6 to 18 years.
Permissive: age 3 to 5 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1984-1985:

- To conduct a comprehensive statewide needs assessment.
- To develop task forces that will address issues related to a comprehensive service delivery system for handicapped children birth to age 5 years.
- To increase statewide awareness of services for young handicapped children in Indiana.

INTERAGENCY COMPONENT:

Representatives from parent groups, higher education, the Mental Health Department, local education agencies, and the major state and local service providers to young handicapped children and their families form Indiana's 25-member Task Force on Early Childhood Special Education which will serve as the steering committee for the grant.

FEATURES AND PRODUCTS:

A needs assessment measuring all areas of a comprehensive delivery system will be conducted for Indiana by the National Association of State Directors of Special Education as subgrantee. A statewide directory of services for handicapped children birth to age 5 years will be developed.

Iowa

TYPE OF GRANT: state implementation grant (SIG)

DIRECTOR: Frank Vance PHONE: (515) 281-3176

COORDINATOR: Nina Carran PHONE: (515) 281-3176

SIG ADDRESS: Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

SPECIALNET USER NAME: IOWASEA

PERIOD OF FUNDING: 1983-85

STATE DIRECTOR
OF SPECIAL EDUCATION: Frank Vance PHONE: (515) 281-3176

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: birth to age 21 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1983-1985:

- To improve communication and resource sharing among the early childhood special education consultants, coordinators, and specialists who are employed by the state education agencies.
- To explore the following areas: quality practices birth to age 3 years, program efficacy, interagency collaboration, models for governing programs, and legislative funding.

EVALUATION PLAN:

The evaluation will have four main components: cataloguing of correspondence regarding activities; ongoing objective feedback questionnaires; outcome products; and evaluation.

Kansas

TYPE OF GRANT:	state plan grant (development phase)	
DIRECTOR:	Betty Withers	PHONE: (913) 296-3866
EDUCATION SERVICES COORDINATOR:	Suzanne Grant	PHONE: (913) 296-3866
PLANNING COORDINATOR:	Janelle Mulvenon	PHONE: (913) 862-9360
STATE PLAN GRANTEE ADDRESS:	Special Education Administration 120 East 10th Street Topeka, Kansas 66612	
SPECIALNET USER NAME:	KANSASSE	
FISCAL AGENCY:	Kansas State Department of Education	
ADMINISTRATIVE AGENCY:	same	
PERIOD OF FUNDING:	1984-87	
STATE DIRECTOR OF SPECIAL EDUCATION:	James E. Marshall	PHONE: (913) 296-3866

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 5 to 21 years.
Permissive: birth to age 4 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1984-1985:

- To coordinate the activities of education, health, social services, and other agencies.
- To train parents for effective involvement in the planning, development, and implementation of special education.
- To provide the public with information.

INTERAGENCY COMPONENT:

A Governor's Cabinet Subcommittee on Early Childhood Developmental Services has been established to ensure a formal system of interagency coordination. In addition, an advisory committee of parents of handicapped children (half of the committee) and local service providers will be appointed to advise the cabinet subcommittee regarding state plan grant activities.

FEATURES AND PRODUCTS:

An examination of the policies, goals, and objectives of state agencies regarding early childhood services will result in a series of papers recommending policy changes and interagency agreements. Parents will be trained to be effective in the planning and implementation of services for their children. A statewide directory of services will be developed and maintained.

Kentucky

TYPE OF GRANT: state plan grant (planning phase)

DIRECTOR: Betty Bright PHONE: (502) 564-2067

COORDINATOR: Jeffri Brookfield-Norman PHONE: (606) 257-1714

STATE PLAN GRANTEE ADDRESS:
HDP-UAF
University of Kentucky
123 Porter Building
Lexington, Kentucky 40506

SPECIALNET USER NAME: KENTUCKYSE

FISCAL AGENCY: Kentucky Department of Education

ADMINISTRATIVE AGENCY: HDP-UAF at the University of Kentucky

PERIOD OF FUNDING: 1984-86

STATE DIRECTOR OF SPECIAL EDUCATION: Lois Adams PHONE: (502) 564-4970

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 6 to 18 years.
Permissive: age 5 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1984-1985:
- To assess the status of services.
- To identify components and establish a procedure and design for the development of an early childhood state plan, a comprehensive service delivery system, and a set of accepted (nonregulatory) standards.
- To increase public awareness.

INTERAGENCY COMPONENT:
Parents and professionals will serve on an advisory board that will contribute to and review project plans, reports, and activities. At least four sites will be selected to pilot interagency strategies.

FEATURES AND PRODUCTS:
A needs assessment will yield a computer list of state resources and a description of the status of each component of a comprehensive delivery system (to be compared to standards developed by the task force). A state directory of resources, a needs assessment summary document, standards for each component of a comprehensive delivery system, and a report describing procedures for the design of a state plan will be developed.

Louisiana

TYPE OF GRANT: state implementation grant (SIG)

DIRECTOR: Ronald Lacoste PHONE: (504) 342-3631

COORDINATOR: Linda Long PHONE: (504) 342-3631

SIG ADDRESS: Joint Project for Parent and Children Services
1272 Laurel Street
Baton Rouge, Louisiana 70802

SPECIALNET USER NAME: LOUISIANASE

PERIOD OF FUNDING: 1978-85

STATE DIRECTOR
OF SPECIAL EDUCATION: Irene Newby PHONE: (504) 342-3631

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 3 to 5 years.
Permissive: birth to age 2 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1983-1985:

- To replicate and disseminate a detailed multiagency planning program for identification, evaluation, and program services for preschool handicapped children birth to age 5 years.
- To implement interagency agreements already established between the Louisiana State Department of Education and Head Start, the Office of Health Services and Environmental Quality, and the Office of Mental Retardation.
- To produce and disseminate a packet of information to be used to replicate the interagency model.

EVALUATION PLAN:

The Louisiana State Department of Education has contracted Dean Andrews and Associates to conduct a third-party evaluation that will measure the outcomes and impact of the interagency activities developed by the SIG.

FEATURES AND PRODUCTS:

Products developed include: A Replication Guide for Collaborative Service Delivery Utilizing Health and Educational Services; interagency agreements between the Louisiana State Department of Education and Head Start, the Office of Health Services and Environmental Quality, and the Office of Mental Retardation; and Suggestions for Temporary Care for Illnesses and Emergencies.

Maine

TYPE OF GRANT: state implementation grant (SIG)

DIRECTOR: Susan D. Mackey PHONE: (207) 289-2831

SIG ADDRESS: Division of Special Education
MDECS, SHS #23
Augusta, Maine 04333

SPECIALNET USER NAME: MAINESE

PERIOD OF FUNDING: 1978-81, 1983-85

STATE DIRECTOR
OF SPECIAL EDUCATION: David N. Stockford PHONE: (207) 289-3451

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 5 to 20 years (birthdate on or before October 15).
Permissive: age 3 to 5 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1983-1985:

- To conduct the efficacy study of the coordinated delivery system which has been established to serve handicapped children age 3 to 5 years.
- To develop interagency program standards for services to handicapped children age 3 to 5 years.
- To conduct a thorough review of the current service system for preschool handicapped children and develop a matrix of funding resources for all children (birth to age 5 years) in order to identify direction for 1985-86.
- To develop and begin implementation of a state plan to identify and refer handicapped and at-risk children birth to age 3 years.

EVALUATION PLAN:

All four objectives listed above will be evaluated by questionnaires, personal interviews with process participants, and record reviews. Evaluation issues will include product, process, quality, and efficiency concerns.

FEATURES AND PRODUCTS:

The SIG plans to develop products concerning the efficacy study, interagency program standards, the preschool service delivery system, and the birth-to-3 identification and referral plan.

Maryland

TYPE OF GRANT: state implementation grant (SIG)

DIRECTOR: Lin Leslie PHONE: (301) 659-2498

COORDINATORS: Janeen Taylor and Nancy Vorobey PHONE: (301) 659-2498

SIG ADDRESS: Division of Special Education
200 West Baltimore Street
Baltimore, Maryland 21201

SPECIALNET USER NAME: MARYLANDDSE

PERIOD OF FUNDING: 1980-85

STATE DIRECTOR
OF SPECIAL EDUCATION: Martha Irvin PHONE: (301) 659-2489

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: birth to age 20 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1983-1985:

- To pilot Maryland's statewide plan for assuring quality educational services to young handicapped children and their families.
- To collect efficacy data to determine the impact of early intervention on handicapped young children and their families.
- To pursue interagency collaborative activities.
- To provide limited technical assistance to local public schools.
- To conduct a comprehensive evaluation of the impact of implementing the state plan.

EVALUATION PLAN:

The evaluation will be primarily summative in nature. Data will be collected before and after implementing the state plan each year. The information gathered will include the status of services with respect to local compliance, quality procedures, and collaboration with other local service providers. The methods for obtaining information will include structured interviews, record reviews, and observations. Parents, teachers, therapists, and administrators will participate in the evaluation.

FEATURES AND PRODUCTS:

The existing draft of Maryland's statewide plan for young handicapped children will be implemented in a sample of local school systems. This will ensure the application of the statewide plan throughout Maryland. Also, the project will continue to pursue state- and local-level interagency coordination in order to improve services for young handicapped children and their families. Limited technical assistance will be provided to local school systems, and a multistate network will continue to disseminate early childhood special education information. Data on child gains and services provided are being collected and will be analyzed during the summer of 1985.

Massachusetts

TYPE OF GRANT: state plan grant (planning phase)

DIRECTOR: Rosalie Cooper Norman PHONE: (617) 970-7479

CONSULTANT: Trudy Sadeghpour PHONE: (617) 970-7479

STATE PLAN GRANTEE ADDRESS:
Division of Special Education
1385 Hancock Street
Quincy, Massachusetts 02169

SPECIALNET USER NAME: MASPED

FISCAL AGENCY:
Massachusetts Department of Education
Division of Special Education

ADMINISTRATIVE AGENCY: same

PERIOD OF FUNDING: 1984-86

STATE DIRECTOR OF SPECIAL EDUCATION: Roger W. Brown PHONE: (617) 770-7468

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 3 to 21 years.
Permissive: birth to age 3 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1984-1985:
- To identify children who are handicapped or at risk.
- To involve parents in planning for their handicapped children.
- To translate existing early childhood program guidelines into practice.
- To explore alternative financing for services to designated populations.
- To identify statewide resources.
- To increase public awareness.

INTERAGENCY COMPONENT:
Representatives from public and private service agencies and parent and advocacy groups will oversee and review project activities. Regional planning groups will direct regional needs assessments.

FEATURES AND PRODUCTS:
Regional needs assessment data will be compiled to draw conclusions about the numbers of handicapped children birth to age 5 years, the availability and patterns of services, and the aspects of a comprehensive delivery system currently in place. The project will develop a needs assessment summary report, a document proposing strategies for developing a comprehensive delivery system, and a series of position papers on specific program practices.

Minnesota

TYPE OF GRANT: state plan grant (planning phase)

DIRECTOR: Norena Hale PHONE: (612) 296-4163

COORDINATOR: Anita Neumann PHONE: (612) 296-1793

STATE PLAN GRANTEE ADDRESS:
Special Education Section
Capitol Square
550 Cedar Street
St. Paul, Minnesota 55101

SPECIALNET USER NAME: MINNESOTADSCE

FISCAL AGENCY:
Minnesota Department of Education
Special Education Section

ADMINISTRATIVE AGENCY: same

PERIOD OF FUNDING: 1984-86

STATE DIRECTOR OF SPECIAL EDUCATION: Norena Hale PHONE: (612) 296-4163

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 4 to 5 years.
Permissive: birth to age 3 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1984-1985:

- To promote the development of coordinated interagency systems.
- To provide resources to help regional and local communities plan coordinated service systems.
- To clarify issues, define problems, and propose alternatives related to screening, diagnosis, assessment, and service delivery systems.
- To conduct a comprehensive needs assessment.
- To identify at least three information systems for tracking and follow-up that meet identified criteria for state and local implementation.
- To identify financial resources and funding options that support state and local interagency collaborations.

INTERAGENCY COMPONENT:

The Minnesota Departments of Education, Health, and Public Welfare have joined forces to promote state-level planning. A steering committee of representatives of public and private service providers and consumer and advocacy groups will study issues and make recommendations.

FEATURES AND PRODUCTS:

The steering committee recommended the development of an interagency agreement that would specify state-level activities that would encourage other interagency collaborations. Regional workshops will be conducted to help service providers and agencies design and conduct regional needs assessments.

Mississippi

TYPE OF GRANT: state plan grant (planning phase)

DIRECTOR: Walter H. Moore PHONE: (601) 359-3490

COORDINATOR: Becky Wilson PHONE: (601) 268-7309

STATE PLAN GRANTEE ADDRESS:
University of Southern Mississippi
Box 5163 - Southern Station
Hattiesburg, Mississippi 39406

SPECIALNET USER NAME: MISSISSIPPISES

FISCAL AGENCY: Mississippi Department of Education

ADMINISTRATIVE AGENCY: same

PERIOD OF FUNDING: 1984-86

STATE DIRECTOR OF SPECIAL EDUCATION: Walter H. Moore PHONE: (601) 359-3490

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 6 to 20 years.
Permissive: age 3 to 5 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1984-1985:

- To establish an interagency council at the state level to identify services and to develop a model to determine state needs.
- To establish a local interagency council to develop, pilot, implement, and evaluate a model for local interagency planning.
- To establish four work groups to collect and analyze information and materials to use in the formulation of a state plan.
- To promote public awareness and disseminate information.

INTERAGENCY COMPONENT:

Two interagency councils will be formed, one at the state level and one at the local level. The membership of these councils will include state and local service agencies and organizations, hospitals, university and university-affiliated programs, parents, public school systems, and representatives from the governor's and mayor's offices.

FEATURES AND PRODUCTS:

The project will hold a statewide conference on early intervention, develop a matrix of all services provided to handicapped preschool children throughout the state, and promote interagency collaboration models of state and local involvement.

Missouri

TYPE OF GRANT: state plan grant (planning phase)

COORDINATOR: Karen Campbell PHONE: (314) 751-3502
751-2965

STATE PLAN GRANTEE
ADDRESS: Missouri Department of Elementary and Secondary Education
Division of Special Education
P.O. Box 480
Jefferson City, Missouri 65101

SPECIALNET USER NAME: MISSOURISE

FISCAL AGENCY: Missouri Department of Elementary and Secondary Education

ADMINISTRATIVE AGENCY: same

PERIOD OF FUNDING: 1984-86

STATE DIRECTOR
OF SPECIAL EDUCATION: Delores John PHONE: (314) 751-2965

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 5 years.
Permissive: age 3 to 4 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1984-1985:
- To establish a 12-member interagency advisory council to advise the project coordinator regarding grant activities.
- To complete a comprehensive needs assessment.

INTERAGENCY COMPONENT:
The Missouri Departments of Elementary and Secondary Education, Mental Health, and Social Services will each name two representatives to serve on the stan plan grant's advisory council. Also on the council will be six representatives from private agencies, parents, and higher education.

FEATURES AND PRODUCTS:
A comprehensive needs assessment will be conducted by a subgrantee and will address interagency efforts; systems for service administration; standards, regulations, and policies affecting comprehensive service delivery; state and local training efforts for families and professionals; financial resources; and state awareness activities. A final needs assessment report will be developed.

Montana

TYPE OF GRANT: state implementation grant (SIG)

DIRECTOR: Michael Hagen PHONE: (406) 657-2312

SIG ADDRESS: Montana Center for Handicapped Children
Eastern Montana College
Billings, Montana 59101-0298

SPECIALNET USER NAME: MT.EMC

PERIOD OF FUNDING: 1980-82, 1983-85

STATE DIRECTOR
OF SPECIAL EDUCATION: Gail Gray PHONE: (406) 444-3693

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Permissive: preschool children.

MAJOR OBJECTIVES AND PURPOSES FOR 1983-1985:

- To improve and enhance educational services to young handicapped children through the provision of technical assistance to local education agencies (LEA).
- To sponsor statewide minigrants to LEA's for the purpose of initiating, expanding, or improving services to handicapped preschool children.
- To provide a statewide resource library for parents.
- To develop a toy exchange library for parents and service providers.
- To publish a newsletter for statewide distribution.
- To develop and publish an Implementation Guide for Preschool Handicapped Children for statewide use.
- To develop the Staff Activities Accountability Program for collecting and analyzing efficacy data.
- To provide pre-service and in-service training.
- To continue to develop interagency collaboration efforts.

EVALUATION PLAN:

The SIG evaluation will consist of several components (depending on the objective being evaluated): process evaluation, a consumer satisfaction survey, out-of-state reviewers, third-party reviewers, on-site evaluation, questionnaires, pre and post measures, numerical and geographic changes in service intervention, and the Staff Activities Accountability Program.

FEATURES AND PRODUCTS:

The SIG has developed the Parent Resource Library Directory, a newsletter, and a process for minigrant application by LEA's. Other products currently being developed include: the Implementation Guide, a toy exchange library, and the Staff Activities Accountability Program.

Nebraska

TYPE OF GRANT: state plan grant (implementation phase)

DIRECTOR: Jan Thelen PHONE: (402) 471-2471

STATE PLAN GRANTEE ADDRESS:
Nebraska Department of Education
Special Education Section
P.O. Box 94987
Lincoln, Nebraska 68509

SPECIALNET USER NAME: NEBRASKASE

FISCAL AGENCY:
Nebraska Department of Education
Special Education Section

ADMINISTRATIVE AGENCY: same

PERIOD OF FUNDING: 1984-87

STATE DIRECTOR OF SPECIAL EDUCATION: Gary M. Sherman PHONE: (402) 471-2471

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: birth to 21 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1984-1985:
- To document and describe Nebraska's statewide implementation of early childhood special education services to children birth to age 5 years.
- To identify program implementation needs and issues.
- To identify critical indicators and criteria for determining program effectiveness.

INTERAGENCY COMPONENT:
A steering committee of representatives from school districts, educational service units, multidistrict cooperatives, preschool planning regions, teacher training institutions, the University of Nebraska Medical School, and the Nebraska Department of Education will oversee and guide all project activities.

FEATURES AND PRODUCTS:
Data collection activities will be undertaken to determine the needs and issues to be faced in implementing Nebraska's plan for comprehensive services to handicapped children birth to age 5 years. External and local consultants will identify critical indicators and criteria for determining early childhood special education program effectiveness. These indicators will form the basis for an evaluation of the effectiveness of early childhood special education; a report on implementation needs and issues and preliminary guidelines will be developed.

Nevada

TYPE OF GRANT: state plan grant (planning phase)

DIRECTOR: Sharon Palmer PHONE: (702) 885-3140

COORDINATOR: Marilyn Walter PHONE: (702) 789-0284

STATE PLAN GRANTEE ADDRESS:
Nevada Department of Education
400 W. King Street
Carson City, Nevada 89701

SPECIALNET USER NAME: NVDOE

FISCAL AGENCY: Nevada Department of Education

ADMINISTRATIVE AGENCY: same

PERIOD OF FUNDING: 1984-86

STATE DIRECTOR OF SPECIAL EDUCATION: Frank South PHONE: (702) 885-3100

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:

Mandated: age 5 to 21 years.

Permissive: birth to age 5 years for visual and hearing impaired; age 3 to 5 years for mentally retarded.

MAJOR OBJECTIVES AND PURPOSES FOR 1984-1985:

- To develop an approved comprehensive state plan while providing opportunities for training activities that will help parents and professionals effectively implement the plan.
- To develop the ECSE Manual into a comprehensive state plan.
- To develop public awareness and support for ECSE programs.

INTERAGENCY COMPONENT:

The grant was submitted jointly by the Nevada Departments of Education and Human Resources. To date, the Department of Education has surveyed existing services in the state and developed a referral system, established a toll-free hotline, and provided in-service training to child-find personnel. The Department of Human Resources provides special education services to eligible handicapped children birth to age 5 years. Other agencies involved in interagency collaborations are: Coalition of Handicapped Children's Education (parent organization), Nevada Early Childhood Association for Special Children, Council for Exceptional Children, local education agencies, the Welfare Department, the University of Nevada at Reno and Las Vegas, nonprofit organizations, Headstart, private special education, and child-find programs.

New Hampshire

TYPE OF GRANT: state implementation grant (SIG)

DIRECTOR: Barbara Bourgoine PHONE: (603) 271-3741

SIG ADDRESS: New Hampshire Department of Education
Special Education Section
101 Pleasant Street
Concord, New Hampshire 03301

SPECIALNET USER NAME: NH.SE

PERIOD OF FUNDING: 1983-85

STATE DIRECTOR
OF SPECIAL EDUCATION: Robert T. Kennedy PHONE: (603) 271-3741

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 3 to 21 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1983-1985:

- To develop comprehensive guidelines which will help local education agencies and other public and private agencies identify educationally handicapped children birth to age 6 years and provide special education to handicapped children age 3 to 6 years.
- To provide consultation, training, and technical assistance to local education agencies and public and private preschools serving handicapped children.
- To promote networking of programs, sharing of resources, and local interagency collaborations among programs for handicapped preschoolers.

EVALUATION PLAN:

Evaluation data will include surveys of members of the early childhood special education advisory committee and task force and personnel from local education agencies and private agencies. An independent evaluator will conduct an external evaluation of all SIG activities.

FEATURES AND PRODUCTS:

The New Hampshire SIG supports a statewide early childhood special education advisory committee which is developing guidelines for identifying and providing special education for preschool handicapped children. The SIG also supports an early childhood special education task force which will develop a resource directory, review existing monographs and topical papers, and publish new papers for dissemination in the field. A teacher certification endorsement in the area of early childhood special education is being developed.

New Jersey

TYPE OF GRANT: state implementation grant (SIG)

DIRECTOR: Jane Hochman PHONE: (609) 984-5994

COORDINATOR: Andrea Quigley PHONE: (609) 292-7601

SIG ADDRESS: New Jersey Department of Education
225 West State Street CN 500
Trenton, New Jersey 08025

SPECIALNET USER NAME: NEWJERSEYSE

PERIODS OF FUNDING: 1978-79, 1981-1985

STATE DIRECTOR
OF SPECIAL EDUCATION: Jeffrey Osowski PHONE: (609) 292-0147

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: birth to age 21 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1983-1985:

- To develop and implement a systematic plan to train administrators of early intervention programs. This plan will become available for dissemination to other states when the project is completed.
- To establish an advisory committee.
- To implement a networking plan with other state education agencies, early childhood programs, and early intervention program consortia.
- To continue and expand interagency collaborative efforts.

EVALUATION PLAN:
Formative and summative evaluation procedures will be used to monitor attainment of objectives within projected timelines and to evaluate quality and appropriateness of the training program and materials being developed.

FEATURES AND PRODUCTS:
Training modules and materials will be developed to address administrative and supervisory responsibilities of administrators of infant programs.

New York

TYPE OF GRANT: state implementation grant (SIG)

DIRECTOR: Lawrence Gloeckler PHONE: (518) 474-5548

COORDINATOR: Michael Plotzker PHONE: (518) 474-8917

SIG ADDRESS: New York State Education Department
Office for Education of Children
with Handicapping Conditions
Division of Program Development
Room 1069 EBA
Albany, New York 12234

PERIOD OF FUNDING: 1977-85

STATE DIRECTOR OF
SPECIAL EDUCATION: Lawrence Gloeckler PHONE: (518) 474-5548

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:

Mandated: age 5 to 21 years.

Permissive: Parents may petition through the Family Court in their county of residence for special education services for handicapped children below age 5 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1983-1985:

- To implement and expand the comprehensive state plan in the area of early childhood special education in order to increase the number of preschool handicapped children receiving quality special education services.
- To use interagency agreements and coordination to accelerate services and increase referrals to services for handicapped infants.

EVALUATION PLAN:

The management by objective format of the proposal allows the department to clearly determine if objectives are achieved. Bimonthly reports on the Regional Early Childhood Direction Centers will be reviewed and analyzed and visits to each center will be made.

FEATURES AND PRODUCTS:

Past SIG efforts have established links between direction centers and regional perinatal centers. Current agreements with the perinatal centers continue to allow handicapped children identified at birth to be matched to services as soon as a problem is identified. The SIG produced and distributes Special Education for Handicapped Children Birth to Five, a guidebook that describes special education programs for handicapped children in New York. SIG and incentive grant staff members produced Identification and Referral of Young Handicapped Children: The Physicians' Role, designed to help pediatricians and family practice physicians identify young handicapped children. How I Grow Birth Through Five, a guidebook for parents, uses an attractive calendar format to highlight children's major developmental milestones.

North Carolina

TYPE OF GRANT: state implementation grant (SIG)

DIRECTOR: Janis Dellinger Britt PHONE: (919) 733-6081

SIG ADDRESS: Division for Exceptional Children
State Department of Public Instruction
Education Annex I, Room 108
Raleigh, North Carolina 27611

SPECIALNET USER NAME: NORTHCAROLINASE

PERIOD OF FUNDING: 1983-85

STATE DIRECTOR
OF SPECIAL EDUCATION: E. Lowell Harris PHONE: (919) 733-3921

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 5 through 17 years.
Permissive: birth to age 5 years; age 18 to 21 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1983-1985:

- To work cooperatively with other agencies to complete a full-service plan to serve young handicapped children.
- To develop procedures for implementing the plan and establish standards for program and service components.
- To develop and provide information and training programs for state and local personnel who will implement the plan.
- To fund pilot projects in selected local school units to field test the plan, to use and develop technological aids to plan efficient services, and to serve as models for serving handicapped preschoolers.

EVALUATION PLAN:

The successful completion of the above objectives will be determined by the development of specific products (a completed plan, procedures, standards, and training packages). A process approach will be applied to the evaluation of each objective.

FEATURES AND PRODUCTS:

The SIG plans to use teleconferencing to train personnel to implement the full-service plan.

North Dakota

TYPE OF GRANT: state implementation grant (SIG)

DIRECTOR: Shelby J. Niebergall PHONE: (701) 224-2260

COORDINATOR: Brenda Oas PHONE: (701) 224-2260

SIG ADDRESS: Department of Public Instruction
Division of Special Education
State Capitol
Bismarck, North Dakota 58505-0164

SPECIALNET USER NAME: NDAKOTADSE

PERIOD OF FUNDING: 1983-85

STATE DIRECTOR
OF SPECIAL EDUCATION: Gary Gronberg PHONE: (701) 224-2277

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 3 to 5 years.
Permissive: birth to age 2 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1983-1985:

- To clarify interagency responsibilities and establish a continuum of services.
- To develop early childhood education programs where services are not now provided.
- To provide technical assistance to panels, staff, and administrators.
- To develop and disseminate appropriate program planning guides and resource materials.
- To assess statewide in-service priorities and provide in-service activities.
- To collaborate with an advisory board of parents and representatives of agencies and organizations for provision of statewide full services.

EVALUATION PLAN:
A third-party evaluator will be used.

FEATURES AND PRODUCTS:
The SIG produced a brochure on interagency collaboration and program planning guides and resource materials for serving children birth to age 5 years.

Northern Mariana Islands

TYPE OF GRANT: state plan grant (planning phase)

DIRECTOR: Daniel H. Nielsen PHONE: (011) 670-9311
670-9956

COORDINATOR: Bobbi Figdor PHONE: (011) 670-9311

STATE PLAN GRANTEE
ADDRESS: Northern Mariana Islands Department of Education
Lower Base
Saipan, CNMI 96950

SPECIALNET USER NAME: COM.SE

FISCAL AGENCY: Northern Mariana Islands Department of Education

ADMINISTRATIVE AGENCY: same

PERIOD OF FUNDING: 1984-86

DIRECTOR OF
SPECIAL EDUCATION: Daniel H. Nielsen PHONE: 670-9311

MAJOR OBJECTIVES AND PURPOSES FOR 1984-1985:

- To plan services for children who are not currently being served.
- To plan counseling and involvement for parents.
- To plan for comprehensive evaluation of services.

INTERAGENCY COMPONENT:

The Department of Education will be subcontracting with the Handicapped Children's Resource Center, the Protection and Advocacy Agency, the Exceptional Children's Coordinating Committee, and the Crippled Children's Services to ensure accomplishment of grant objectives. Interagency agreements will be developed with the variety of groups and agencies providing services to pre-school handicapped children or their parents.

FEATURES AND PRODUCTS:

The project will focus on four main areas: (1) developing a strategy for child identification; (2) assessing available and needed services and professional specialists; (3) analyzing staff development and parent training and counseling needs; and (4) organizing a strategy for interagency collaboration to provide service. A preliminary assessment report will be developed.

Ohio

TYPE OF GRANT: state plan grant (planning phase)

DIRECTOR: Joseph H. Todd PHONE: (614) 466-2650

EARLY CHILDHOOD CONSULTANT: Jane Wiechel PHONE: (614) 466-2650

STATE PLAN GRANTEE ADDRESS:
Division of Special Education
933 High Street
Worthington, Ohio 43085-4087

SPECIALNET USER NAME: OHIODSE

FISCAL AGENCY:
State Department of Education
Division of Special Education

ADMINISTRATIVE AGENCY: same

PERIOD OF FUNDING: 1984-86

STATE DIRECTOR OF SPECIAL EDUCATION: Frank E. New PHONE: (614) 466-2650

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 5 to 21 years.
Permissive: age 3 to 4 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1984-1985:
- To establish an early childhood consultant staff position in the Ohio Division of Special Education.
- To establish an advisory committee to help develop a state plan.
- To develop public awareness.
- To improve local identification and referal services.
- To plan for, and address the training and technical assistance needs of, parents and professionals.

INTERAGENCY COMPONENT:
Ohio will develop a model and sponsor regional meetings on interagency teaming. An advisory committee of representatives from parent groups, state agencies, universities, and service providers will help develop and interpret the results of a survey regarding gaps and overlaps in services.

FEATURES AND PRODUCTS:
Regional in-service meetings will include sessions on refined child-find procedures, selecting and using child evaluation and assessment instruments, and the use of regional directories of evaluation services. Two statewide meetings are also planned. Directories of available educational evaluation, training, and technical assistance resources will be developed.

Oklahoma

TYPE OF GRANT: state plan grant (planning phase)

DIRECTOR: Edd Rhoades PHONE: (405) 271-4471

COORDINATOR: Susan Istre

STATE PLAN GRANTEE ADDRESS:
P.O. Box 53551
Oklahoma City, Oklahoma 73152

SPECIALNET USER NAME: OKLAHOMASE

FISCAL AGENCY:
Oklahoma Department of Health
Maternal and Child Health Service

ADMINISTRATIVE AGENCY: same

PERIOD OF FUNDING: 1984-87

STATE DIRECTOR OF SPECIAL EDUCATION: Jimmie L. V. Prickett PHONE: (405) 521-3351

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:

Mandated: age 4 to 21 years; birth to age 3 years for deaf-blind and children failing to thrive.

Permissive: birth to age 3 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1984-1985:

- To increase parents' capacities to meet the special needs of their high-risk infant.
- To develop and implement a transition program for high-risk infants which links their family, the neonatal intensive care unit (NICU), the community hospital, and community agencies.
- To increase the knowledge of health care, education, and social service providers about the developmental needs of, and existing services for, high-risk infants and their families.

INTERAGENCY COMPONENT:

Intervention is provided by a multidisciplinary team to families of infants in NICUs. Intervention begins in the NICU and is then coordinated with community resources.

FEATURES AND PRODUCTS:

This hospital/community transition model of coordinated service provision for high-risk infants and their families uses models from HCEEP outreach projects WELCOME and OPTIMUS. A family needs assessment, guidelines regarding the criteria for referrals from NICUs and community hospitals, an assessment of the information needs of health-care providers, a continuing education course for nurses, and a directory of early intervention programs will be developed.

Oregon

TYPE OF GRANT: state plan grant (planning phase)

DIRECTOR: William Moore PHONE: (503) 838-1220

COORDINATOR: Jane Toews PHONE: (503) 838-1220

STATE PLAN GRANTEE ADDRESS:
Teaching Research
Oregon State System of Higher Education
345 N. Monmouth Avenue
Monmouth, Oregon 97361

SPECIALNET USER NAME: TRD

FISCAL AGENCY: Teaching Research

ADMINISTRATIVE AGENCY: same

PERIOD OF FUNDING: 1984-86

STATE DIRECTOR OF SPECIAL EDUCATION: Mason D. McQuiston PHONE: (503) 378-3598

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: birth to age 21 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1984-1985:

- To develop a needs assessment that will provide information on which to base the early childhood state plan.
- To identify and develop interagency collaborative efforts.
- To develop and maintain systems of management, regulations, legislation, and policy and financial resources.
- To create statewide awareness of services.

INTERAGENCY COMPONENT:
The project will coordinate its activities with the Early Childhood Intervention Council, established by the state legislation. A project advisory committee of representatives from education, mental health, Headstart, higher education, parents, and medical groups will help develop a needs assessment of components for comprehensive service delivery, interagency collaborative agreements, and an early childhood state plan.

FEATURES AND PRODUCTS:
The needs assessment will address 12 components of a comprehensive service delivery. Further planning will use the approach set forth in The Community Workbook for Collaborative Services to Preschool Handicapped Children (Magrab, Kazuk, and Greene, 1981).

Pennsylvania

TYPE OF GRANT: state plan grant (planning phase)

DIRECTOR: Gary J. Makuch PHONE: (717) 783-6913

COORDINATOR: Joyce M. Wilder PHONE: (717) 783-6913

STATE PLAN GRANTEE ADDRESS:
Bureau of Special Education
Pennsylvania Department of Education
333 Market Street
Harrisburg, Pennsylvania 17126-0333

SPECIALNET USER NAME: PASE

FISCAL AGENCY: Department of Education, Special Education

ADMINISTRATIVE AGENCY: same

PERIOD OF FUNDING: 1984-86

STATE DIRECTOR OF SPECIAL EDUCATION: Gary J. Makuch PHONE: (717) 783-6913

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 4.7 to 5 years.
Permissive: age 3 to 5 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1984-1985:
- To examine the current status of services.
- To identify service delivery gaps and overlaps.
- To plan components of a comprehensive service delivery system.
- To make recommendations for program development through collaboration and coordination.

INTERAGENCY COMPONENT:
A state-level interagency council of representatives from the Departments of Health, Education, and Welfare will assist with a needs assessment of the components of a comprehensive service delivery system. The council will also help with the development of a state plan for preschool handicapped children and their families.

FEATURES AND PRODUCTS:
An interagency council will be an integral part of all phases of the needs assessment and development of a state plan. The project will develop a state plan, a tracking system compatible with each agency's current system, and guidelines for health and developmental screenings.

Rhode Island

TYPE OF GRANT: state plan grant (planning phase)

CO-DIRECTORS: Joan Karp PHONE: (401) 456-8024
Thomas Kochanek 456-8599

STATE CONSULTANT FOR EARLY CHILDHOOD: Susan Raisner PHONE: (401) 277-3840

STATE PLAN GRANTEE ADDRESS:
Rhode Island ECSA
Rhode Island College
Department of Special Education
Providence, Rhode Island 02908

SPECIALNET USER NAME: RHODEISLANDSE

FISCAL AGENCY:
Rhode Island Department of Education
Division of Special Education

ADMINISTRATIVE AGENCY: same

PERIOD OF FUNDING: 1984-86

STATE DIRECTOR OF SPECIAL EDUCATION: Charles Harrington PHONE: (401) 277-3505

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: birth to age 5 years

MAJOR OBJECTIVES AND PURPOSES FOR 1984-1985:

- To develop a comprehensive state plan for handicapped children birth to age 5 years.
- To collaborate with other public and private agencies.
- To evaluate casefinding, assessment practices, services, staff training, administration, and funding of programs for handicapped children birth to age 5 years.
- To develop the conceptual framework for automated client registration.

EVALUATION PLAN:

Effectiveness will be measured quarterly by each of six task force subgroups and annually by the full task force.

FEATURES AND PRODUCTS:

Task force subgroups will focus on six issue areas: child identification and assessment; services to children and their families; administration, public policies, regulations, and fiscal appropriations; longitudinal tracking system; personnel training and development; and interagency coordination. These subgroups will produce position papers at the end of the first year and a ten-year comprehensive plan for Rhode Island at the end of the second year. The project also will develop and field test an automated information management system.

South Carolina

TYPE OF GRANT: state plan grant (planning phase)

DIRECTOR: Robert S. Black PHONE: (803) 758-7432

COORDINATOR: Millie Fournier PHONE: (803) 758-6122

SUPERVISOR: Carolyn Knight PHONE: (803) 758-6122

STATE PLAN GRANTEE ADDRESS:
Office of Programs for the Handicapped
100 Executive Center Drive, Suite A24
Columbia, South Carolina 29210

SPECIALNET USER NAME: SCAROLINAOPH

FISCAL AGENCY:
State Department of Education
Office of Programs for the Handicapped

ADMINISTRATIVE AGENCY: same

PERIOD OF FUNDING: 1984-86

STATE DIRECTOR OF SPECIAL EDUCATION: Robert S. Black PHONE: (803) 758-6122

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 5 to 18 years; age 4 to 18 years for visual and hearing impaired.
Permissive: birth to age 4 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1984-1985:
- To analyze factors necessary for comprehensive services.
- To conceptualize, through field research, appropriate links between education and other human services.
- To develop a comprehensive state plan.

INTERAGENCY COMPONENT:
The state education agency, the commissioners of the other human service agencies, and representatives of local school districts are involved in the state plan grant. Each subgrantee (three local school districts) will establish a local interagency advisory council, half of whose members will be parents of handicapped children. These local councils will conduct analyses of services needed.

FEATURES AND PRODUCTS:
Three districts representative of the state's demographic regions will conceptualize and plan replicable models. Each grantee will conduct a needs assessment and present annually its findings and recommendations to districts of similar size, population, and demographics.

South Dakota

TYPE OF GRANT: state implementation grant (SIG)

DIRECTOR: Amy Hamberg PHONE: (605) 773-3678

SIG ADDRESS: Section for Special Education
Richard F. Kneip Building
700 North Illinois
Pierre, South Dakota 57501

SPECIALNET USER NAME: SDAKOTASSE

PERIOD OF FUNDING: 1978-85

STATE DIRECTOR
OF SPECIAL EDUCATION: George Levin PHONE: (605) 773-3678

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: birth to age 5 years

MAJOR OBJECTIVES AND PURPOSES FOR 1983-1985:

- To formulate a statewide plan for local education agencies or cooperatives to use to coordinate local public and private agencies.
- To coordinate SIG and preschool incentive grant activities to field test the statewide plan for interagency coordination.
- To revise existing interagency agreements and strategies.

EVALUATION PLAN:
The SIG will conduct a process evaluation.

FEATURES AND PRODUCTS:
The SIG will conduct a pilot program using an interagency plan that contracts South Dakota's Association for the Education of Young Children to use its affiliates as a statewide early childhood network for technical assistance to local education agencies, other local agencies, and parents. An interagency workbook is available from the project.

Tennessee

TYPE OF GRANT: state implementation grant (SIG)

DIRECTOR: Bette Berry PHONE: (615) 741-2851

COORDINATOR: Pam Frakes PHONE: (615) 741-5274

SIG ADDRESS: Tennessee Children's Services Commission
Suite 1600 James K. Polk State Office Building
505 Deaderick Street
Nashville, Tennessee 37219

SPECIALNET USER NAME: TENNESSEESE

PERIODS OF FUNDING: 1979-80, 1982-85

STATE DIRECTOR
OF SPECIAL EDUCATION: JoLeta Reynolds PHONE: (615) 741-2851

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 4 to 21 years (from 3 years if deaf).

MAJOR SIG OBJECTIVES AND PURPOSES FOR 1983-1985:

- To analyze the discrepancies between existing practices for children birth to age 6 years and practices desired and agreed upon in 1982-83.
- To develop and implement strategies to use long-range interagency planning to alleviate those discrepancies.

EVALUATION PLANS:

The evaluation will measure: 1) the extent to which goals and objectives are accomplished; 2) how well the statewide Preschool Services Planning Committee functions; 3) quality and usefulness of the materials developed; and 4) how these products are received and what happens as a result.

FEATURES AND PRODUCTS:

The SIG produced or disseminates a directory of programs for preschool handicapped children and infants, a preliminary study of needed and existing services; Evaluability Assessment of Selected Early Childhood Intervention Projects in Tennessee; Tomorrow's Children, a special study report on mental retardation; Moving On In Tennessee, a transition booklet; Sharing Physical Health, Mental Health, Social Services and Educational Resources at the Preschool Level; Literature Review: Annotated Bibliography and Survey of Other Collaborative Efforts and Research Findings; Characteristics and Collaborative Efforts of Tennessee Preschool Programs--A Survey and Results; The Formation and Activities of Local CARE Committees; State Government Services for Preschool Children; and the Final Report of the CARE Linkages Project.

Texas

TYPE OF GRANT: state plan grant (planning phase)

DIRECTOR: Mary O. Elder PHONE: (512) 465-2671

STATE PLAN GRANTEE ADDRESS:
Texas Department of Health
Early Childhood Intervention Program
1101 W. 49th Street
Austin, Texas 78756

SPECIALNET USER NAME: TEXASSE

FISCAL AGENCY: Texas Department of Health

ADMINISTRATIVE AGENCY: same

PERIOD OF FUNDING: 1984-86

STATE DIRECTOR OF SPECIAL EDUCATION: Don Weston PHONE: (512) 475-3501

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:

Mandated: age 3 to 21 years; birth to age 2 years for visual impaired, hearing impaired, and deaf-blind.

Permissive: birth to age 2 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1984-1985:

- To design a comprehensive, coordinated data collection system for children birth to age 6 years with developmental delays or at risk of developmental delay.
- To design an early childhood state plan.

INTERAGENCY COMPONENT:

In 1981, the Texas legislature established the Early Childhood Intervention Program to develop a statewide system to identify and provide services to children birth to age 6 years at risk for, or with, developmental disabilities. Four agencies were designated and charged: the Texas Education Agency, the Department of Human Resources, the Department of Mental Health and Mental Retardation, and the Department of Health. Representatives from each of these agencies and from the governor's office were selected to form an Interagency Council for Early Childhood Intervention. Their charge was to establish policies and procedures to ensure successful implementation of authorizing legislation.

FEATURES AND PRODUCTS:

The project will develop a computerized statewide identification system for child-find and service.

Utah

TYPE OF GRANT: state plan grant (planning phase)

CO-DIRECTORS: Peter Van Dyck PHONE: (801) 533-6161
Bruce Griffin
Gary Nakao PHONE: (801) 533-6161

COORDINATOR: Fred White

STATE PLAN GRANTEE
ADDRESS: Utah Department of Health
44 Medical Drive
Salt Lake City, Utah 84113

SPECIALNET USER NAME: UTFHS

FISCAL AGENCY: Utah Department of Health

ADMINISTRATIVE AGENCY: Joint Interagency Coordinating Committee

PERIOD OF FUNDING: 1984-86

STATE DIRECTOR
OF SPECIAL EDUCATION: R. Elwood Pace PHONE: (801) 533-5982

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 5 to 21 years.
Permissive: age 3 to 5 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1984-1985:

- To assess educational and related services.
- To establish a design for the development of a state plan.
- To identify and describe administrative and programmatic resources.
- To identify, develop, and maintain systems to enhance management and administration of services.
- To establish and maintain standards for making services available.
- To provide statewide awareness of services for handicapped children.
- To help plan, develop, and implement training for families, caretakers, and professionals at state and local levels.
- To establish criteria to evaluate planning activities.

INTERAGENCY COMPONENT:

The Departments of Health, Education, and Social Services make up the project's Joint Interagency Coordinating Committee (JICC). A representative from each agency serves as a co-director of the project, and together they form the project's management board which reports to the JICC.

FEATURES AND PRODUCTS:

A memorandum of agreement has been drawn up between the Departments of Health, Social Services, and Education.

Vermont

TYPE OF GRANT: state plan grant (planning phase)

DIRECTOR: Marc Hull PHONE: (802) 828-3141

COORDINATOR: Kristin Hawkes PHONE: (802) 828-3141

STATE PLAN GRANTEE ADDRESS:
Division of Special and Compensatory Education
120 State Street
Montpelier, Vermont 05602

SPECIALNET USER NAME: VERMONTSE

FISCAL AGENCY:
State Department of Education
Division of Special and Compensatory Education

ADMINISTRATIVE AGENCY: same

PERIOD OF FUNDING: 1984-86

STATE DIRECTOR OF SPECIAL EDUCATION: Theodore Riggen PHONE: (802) 828-3141

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 6 to 22 years.
Permissive: birth to age 5 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1984-1985:
- To conduct various assessments of statewide needs and resources for components of a comprehensive delivery system.
- To develop an essential early childhood state plan
- To develop a variety of materials to facilitate the development of quality programs for preschool handicapped children and their parents.
- To develop cooperative agreements.
- To plan a system to evaluate the effectiveness of early intervention.

INTERAGENCY COMPONENT:
Effectiveness of existing local agreements will be examined. Problem areas and areas in which new agreements are needed will be addressed.

FEATURES AND PRODUCTS:
A needs assessment of current programs, parent services, manpower needs, and personnel development will be conducted. The project will develop a state plan that addresses components of a comprehensive service delivery system, a resource handbook, a guide to curricula, a parent handbook, transition procedures, a plan for two evaluation systems (program and child progress), and revision of program guidelines.

Virginia

TYPE OF GRANT: state plan grant (planning phase)

MANAGER: Andrea Lazzari PHONE: (804) 225-2873

STATE PLAN GRANTEE
ADDRESS: State Department of Education
Division of Special Education Programs and Public Personnel Services
P.O. Box 6Q
Richmond, Virginia 23216

SPECIALNET USER NAME: VIRGINIADSE

FISCAL AGENCY: State Department of Education
Division of Special Education Programs and Public Personnel Services

ADMINISTRATIVE AGENCY: same

PERIOD OF FUNDING: 1984-86

STATE DIRECTOR
OF SPECIAL EDUCATION: N. Grant Tubbs PHONE: (804) 225-2402

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 2 to 5 years.
Permissive: birth to age 2 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1984-1985:
- To assess the education and related services available to handicapped children birth to age 5 years and their parents.
- To obtain maximum input from significant and relevant groups.
- To plan for future development of a central data registry and a single-point-of-contact referral service.

INTERAGENCY COMPONENT:
An interagency group will review progress toward the the project's objectives. Four task forces from this group will study issues in depth. Ninety local needs assessments will include participants from the private sector, related professions, consumers, higher education, and the medical community. Interagency activities will lay the foundation for the expansion and revision of the current state plan.

FEATURES AND PRODUCTS:
The local needs assessment process will use the validated procedures set forth in The Community Workbook for Collaborative Services to Preschool Handicapped Children (Magrab, Kazuk, & Grume, 1981). The project will develop a service delivery and gap matrix and a plan for the development of a central data registry and single-point-of-contact referral source.

Washington

TYPE OF GRANT: state implementation grant (SIG)

DIRECTOR: Joan Gaetz PHONE: (206) 753-0317

SIG ADDRESS: Old Capitol Building
Olympia, Washington 98504

SPECIALNET USER NAME: WASHINGTONDSS

PERIOD OF FUNDING: 1978-85

STATE DIRECTOR
OF SPECIAL EDUCATION: Greg Kirsch PHONE: (206) 753-6733

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 3 years.
Permissive: birth to age 5 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1983-1985:
- To complete a statewide implementation of the state plan for coordinating early intervention services.
- To promote local interagency activities.
- To collect cost and efficacy data.

EVALUATION PLAN:
The state plan for coordinating early intervention services will be evaluated through three methods: (1) an independent evaluation of form and content by a consultant, (2) a field-test site evaluation of form and content, and 3) feedback from sites that implement the plan.

FEATURES AND PRODUCTS:
The SIG program develops materials, provides technical assistance, establishes interagency planning groups, provides support to local parent advisory councils and other groups as they establish and maintain preschool programs, and uses a data base that documents the benefits and costs of early intervention.

West Virginia

TYPE OF GRANT: state implementation grant (SIG)

DIRECTOR: William Capehart PHONE: (304) 348-8830

COORDINATOR: Ghaski M. Lee PHONE: (304) 348-8830

SIG ADDRESS: West Virginia Department of Education
Capitol Complex
Building 6, Room B-309
Charleston, West Virginia 25305

SPECIALNET USER NAME: WVIRGINIAOSE

PERIODS OF FUNDING: 1979-81, 1983-85

STATE DIRECTOR
OF SPECIAL EDUCATION: William Capehart PHONE: (304) 348-8830

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 5 to 23 years.
Permissive: age 3 to 4 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1983-1985:

- To develop a comprehensive state plan for preschool handicapped children birth to age 6 years.
- To document the efficacy of the established early childhood interagency task force and to establish two local interagency sites per year.
- To develop draft guidelines for local education agencies (emphasizing programs for children age 3 to 5 years).
- To develop a plan to provide appropriate training for direct service personnel (ultimately leading to full certification status).
- To develop a computerized directory of services.

EVALUATION PLAN:

The SIG will evaluate the services report that will be used as a data base for the state plan, instruments in their final form, draft of guidelines, and the training plan to be submitted to the State Board of Education and State Board of Regents.

FEATURES AND PRODUCTS:

The SIG has developed preschool handicapped certification standards and the publication, Developing a Community Interagency Team.

Wisconsin

TYPE OF GRANT:	state implementation grant (SIG)	
DIRECTOR:	Betty J. Rowe	PHONE: (608) 266-6981
COORDINATOR:	Jim McCoy	PHONE: (608) 266-1000
STATE EARLY CHILDHOOD/HANDICAPPED CONSULTANT:	Jenny Lange	PHONE: (608) 267-9172
SIG ADDRESS:	Wisconsin Department of Public Instruction Division for Handicapped Children & Pupil Services 125 South Webster Street, P.O. Box 7841 Madison, Wisconsin 53707	
SPECIALNET USER NAME:	WISCONSINDHC	
PERIOD OF FUNDING:	1978-85	
STATE DIRECTOR OF SPECIAL EDUCATION:	Victor J. Contrucci	PHONE: (608) 266-1649

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Mandated: age 3 to 5 years.
Permissive: under age 3 years.

MAJOR OBJECTIVES AND PURPOSES FOR 1983-1985:

- To study the impact of programs for handicapped preschoolers in Wisconsin from 1976 to 1983.
- To disseminate the results of the study.
- To develop guidelines and suggested best practices for programs serving handicapped children birth to age 2 years.
- To produce and disseminate two booklets to encourage parents to become involved in the education of their young handicapped children.

EVALUATION PLAN:

The SIG will evaluate the efficacy study mentioned above by internal review and by an outside evaluator. The guidelines and suggested best practices will be evaluated by the SIG's advisory committee, by internal review, and by field test. The two booklets will be evaluated by examination of feedback from parents and teachers and by actual changes in parental involvement.

Wyoming

TYPE OF GRANT: state implementation grant (SIG)

DIRECTOR: Carol Nantkes PHONE: (307) 777-7414

COORDINATOR: Armena Taylor PHONE: (307) 766-5103

SIG ADDRESS: P.O. Box 3114
University Station
Laramie, Wyoming 82071

SPECIALNET USER NAME: WYOMINGOHE

PERIOD OF FUNDING: 1981-85

STATE DIRECTOR
OF SPECIAL EDUCATION: Carol Nantkes PHONE: (307) 777-7414

STATE LEGISLATION FOR SPECIAL EDUCATION SERVICES:
Permissive: birth to school age.

MAJOR OBJECTIVES AND PURPOSES FOR 1983-1985:
- To complete the service delivery system plan.
- To develop strategies for long-range interagency planning goals and objectives.

EVALUATION PLAN:
Internal evaluation is based on attainment of specified objectives; an external evaluation will also be conducted.

FEATURES AND PRODUCTS:
The SIG is developing a service delivery model containing the following components: philosophy, child-find identification, assessment, parenting, curriculum and instruction, administration, and evaluation. The project will also offer a summer institute on assessment procedures for early childhood professionals in Wyoming.

CIREEH

Carolina Institute for Research on Early Education of the Handicapped

ADDRESS: 301 NCNB Plaza
Chapel Hill, North Carolina 27514

PHONE: (919) 962-2001

FISCAL AGENCY: Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill

PRINCIPAL INVESTIGATOR: James J. Gallagher
COORDINATORS: Jean W. Gowen and Gail S. Huntington

MAJOR OBJECTIVES:

- To conduct three coordinated five-year research projects that focus on the families of young moderately and severely handicapped children birth to age 5 years.
- To develop training and intervention materials to be used by parents and professionals.
- To disseminate materials, results from the research projects, and other institute papers on families of handicapped children.
- To train graduate students to research familes of handicapped children.
- To coordinate activities of this institute with those of the other two HCEEP early childhood research institutes.

MAJOR ACTIVITIES:

The purpose of the Fathers Present/Fathers Absent project is to identify both informal and formal sources of support that contribute to successful adaptation in two-parent and single-parent families of young handicapped children. Through a series of five studies, the project addresses six objectives: 1) to compare families of young handicapped and nonhandicapped children on levels of support, stress, and family adaptation to the child; 2) to assess the immediate and longitudinal contributions of different types of paternal support to successful child and family adaptation in two-parent families of young handicapped and nonhandicapped children; 3) to compare maternal and paternal adaptation to their handicapped child; 4) to identify both informal and formal sources of support related to successful adaptation in single-parent and two-parent families of young handicapped children; 5) to assess the generalizability of selected findings from North Carolina studies to families of handicapped children in different geographic areas of the country; and 6) to incorporate results of this research into training materials for professionals who work with fathers and/or single parents of handicapped children. Mothers, fathers, and children in the North Carolina longitudinal studies are assessed three times over an 18-month period; 150 families with be included in these studies. An additional 300 families will be assessed on a single occasion at selected sites throughout the United States.

The Parent-Child Reciprocity Project is investigating longitudinally the effectiveness of an intervention program designed to sensitize parents to the unique interactive capabilities of their handicapped infants. It is expected that these parents will feel more positively about their interactions with their infants, will establish more synchronous interaction patterns with them, will promote more advanced levels of play, and will undergo less of the withdrawal and psychological stress experienced by parents without such training. The objectives of the project are: 1) to assess both the short- and long-term

effects of the intervention; 2) to provide descriptive data on interaction of mothers and their handicapped infants and on the play behavior of handicapped infants; and 3) to produce intervention materials to be used by professionals working with parents of handicapped infants. Half of the handicapped infants are assigned to the intervention group and half to the contrast group. The Parent-Child Reciprocity Project will continue to recruit nonhandicapped infants (N = 20) and handicapped infants (N = 40). In the Parent-Child Reciprocity Project, infants and their parents are assessed four times over 16 months. Subjects enter the study at different, but selected, chronological ages: normally developing infants at age 6 months and handicapped infants at age 10 to 12 months, depending on time of referral.

The FAMILIES project (Family Assessment, Monitoring of Intervention, and Longitudinal Investigation of Effectiveness Studies) is developing and implementing a comprehensive system of assessing and monitoring the status and progress of families involved in early intervention for a handicapped infant. Through multivariate procedures, it is expected that the joint and interactive contributions of many factors can be evaluated and those which are uniquely predictive of effectiveness can be identified. A related activity which follows is the prescriptive use of family and environment measures to enhance intervention effectiveness for handicapped children and their families carried out in the context of existing delivery systems. The project has three objectives: 1) to document changes in families served by a statewide home visitation program that takes a family approach to helping handicapped infants; 2) to evaluate the effectiveness of intentional changes made in the intervention services; and 3) to design, develop, and implement a computer-based system to monitor intervention services to the families. In the FAMILIES project, at least 200 families and infants are being assessed. Experimental studies will begin evaluating the value of individualized family intervention plans. The use of Goal Attainment Scaling (GAS) will be evaluated within the context of the experimental studies.

RESOURCES AVAILABLE:

The CIREEH I Final Report, CIREEH I abstracts, Announcement of CIREEH II, CIREEH II Annual Report for Year 2 and a CIREEH II publications list are available from the institute. Other available publications are listed in the CIREEH I abstracts and CIREEH II publications list.

Early Childhood Research Institute

ADDRESS: University of Pittsburgh
Western Psychiatric Institute
and Clinic
3811 O'Hara Street
Pittsburgh, Pennsylvania 15213

PHONE: (412) 624-2012

FISCAL AGENCY: University of Pittsburgh

PRINCIPAL INVESTIGATOR: Phillip S. Strain

PHONE: (412) 624-0725

ASSISTANT DIRECTORS/
AND COORDINATORS: Linda Cordisco, Howard Goldstein, Steven Lyon, Scott McConnell, John McGonigle, Diane Sainato, Vincent Van Hasselt

MAJOR OBJECTIVES:

- To develop procedures for assessing and teaching social and related skills to severely handicapped preschool children so they may participate successfully in instructional settings with nonhandicapped or less handicapped children.
- To develop treatment procedures that will eliminate disruptive behavior and produce behavior gains in the areas of social interaction, language development, and independent work and play skills.
- To develop training procedures to produce gains in parenting skills.
- To validate treatment gains by assessing if severely handicapped children who receive these treatments in a preschool classroom will be placed in environments less restrictive than environments receiving similar children who participate in other preschool programs. The experimental and comparison groups of preschool children will be assessed and compared: a) during their preschool years, to compare child progress; b) following placement in public schools, to compare follow-up progress and the restrictiveness of placement; and c) in the home (during and after preschool treatment), to assess changes in family stress, insularity from the community, and depression as functions of treatment.

MAJOR ACTIVITIES:

Year Three of the Early Childhood Research Institute will mark the beginning of our three-year validation study. This study will test the effects of our empirically derived treatments in the social, communicative, independent performance, disruptive behavior, and parent training areas. In addition to the validation study, research in five skill areas will continue to refine treatment procedures. The following are specific research activities for Year Three:

- The use of peer initiation interventions with blind multihandicapped preschool children.
- The experimental evaluation of procedures to promote generalization of social interaction skills.
- Promoting recombinative generalization and observational learning during language intervention.
- Peer-mediated interventions to enhance communicative interaction among normally developing and handicapped preschoolers.
- Acquisition and generalization effects of incidental language teaching at home and at school.

- The use of "training in sufficient exemplars" procedures to increase setting generalization in parents.
- An investigation of procedures to facilitate independent transitions between activities for handicapped preschool children.
- Training young handicapped children to self-assess, self-manage, and self-reinforce during independent seat-work time.
- Comparing the effectiveness of visual screening and differential reinforcement of other behavior (DRO) on the reduction of stereotypies in preschool handicapped children.
- The development of a rating scale for stereotypic behavior.

Early Intervention Research Institute

ADDRESS: Exceptional Child Center
Utah State University, UMN 68
Logan, Utah 84322

PHONE: (801) 750-2029

FISCAL AGENCY: Utah State University

PRINCIPAL INVESTIGATORS: Steven Barnett, James Pezzino, and Margo Mastropieri
CO-DIRECTORS: Glendon Casto and Karl White

MAJOR OBJECTIVES:

- To review the findings of previously conducted research on early intervention to determine what is known, what gaps exist, and where future research should focus, and to update this review annually and integrate the findings from this update with the institute's own ongoing work.
- To conduct an integrated research program (including longitudinal research) focused on important problems and cost effectiveness issues encountered at typical service settings.
- To disseminate information about the institute's findings and products to a broad audience of professionals and families.
- To train graduate students and research assistants in research techniques and effective methods of intervening with preschool handicapped populations.
- To formally evaluate the impact of the institute's findings and products on the field of early intervention.
- To solicit input, criticism, and feedback from a broad constituency (advisory committee members and others) to ensure that the institute's direction and procedures are appropriately focused and are being carried out in a way that will result in the broadest possible impact.

MAJOR ACTIVITIES:

Using meta-analysis techniques, the institute will continue to review and integrate findings from the hundreds of completed research reports concerning early intervention with handicapped preschoolers. During the year, the results of single-subject studies will be analyzed and integrated into the data set. The institute will also conduct cost effectiveness studies of the use of paraprofessionals to deliver early intervention services and the cost effectiveness of different intensities of parental involvement in early intervention. The importance of age at the start of early intervention is being studied with handicapped infants who have suffered varying degrees of intro-ventricular hemorrhage.

RESOURCES AVAILABLE:

Meta-Analysis Training, Cost Analysis Training, an annotated bibliography of early intervention research studies, and a compendium of assessment instruments are available from the institute.

START
State Technical Assistance Resource Team

ADDRESS: START
500 NCNB Plaza
Chapel Hill, North Carolina 27514

PHONE: (919) 962-2001

SPECIALNET USER NAME: FPGCENTER

ADMINISTRATIVE/
FISCAL AGENCY: Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill

DIRECTOR AND
PRINCIPAL INVESTIGATOR: Pascal Trohanis

OBJECTIVES:

- To help each state develop and implement a plan for the comprehensive delivery of services to young handicapped children and their families.
- To promote collaboration and cooperation among programs and individuals involved in the provision of services to young handicapped children and their families.
- To increase awareness among states and others regarding proven program models and other information necessary to design comprehensive service systems for young handicapped children.
- To assist states in addressing common, unresolved concerns and issues about comprehensive service delivery.
- To determine the effectiveness and impact of START in providing technical assistance.

SERVICES:

START provides technical assistance (TA) to the HCEEP state plan program. START is coordinated by the Frank Porter Graham Child Development Center of the University of North Carolina at Chapel Hill, which brings to this new effort thirteen years of experience as a nationally known HCEEP TA center. The National Association of State Directors of Special Education (NASDSE) is a subcontractor to START and contributes its rich experience of working with and serving state directors of special education.

START also collaborates with the U.S. Office of Special Education Programs (OSEP) to help them accomplish their national P.L. 98-199 goal of supporting states in the planning, development, and implementation of comprehensive service delivery systems for special education and related services to handicapped children birth to age 5 years. START acquires, analyzes, synthesizes, and disseminates useful information and practices. The resources and TA provided by START seeks the active involvement, collaboration, and linking of state and federal personnel, experts, parents, and other TA staff providers for the successful accomplishment of state goals and objectives.

TADS
Technical Assistance Development System

ADDRESS: TADS
500 NCNB Plaza
Chapel Hill, North Carolina 27514

PHONE: (919) 962-2001

SPECIALNET USER NAME: FPGCENTER

ADMINISTRATIVE/
FISCAL AGENCY: Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill

DIRECTOR AND
PRINCIPAL INVESTIGATOR: Pascal Trohanis

SERVICES:

TADS provides technical assistance to projects of the Handicapped Children's Early Education Program (HCEEP) in the U.S. Department of Education's Office of Special Education Programs (OSEP). In FY 1984-85, TADS serves 83 demonstration projects, 34 outreach projects, 51 state grants, and three early childhood research institutes. TADS coordinates TA services through a central staff located at Chapel Hill, North Carolina, and draws on a bank of consultants and other resources throughout the country. TADS provides direct and comprehensive TA to demonstration projects, whose staff members work with TADS staff members or consultants to assess project needs and agree on plans for services designed specifically to address those needs. TA services may address areas such as program planning, evaluation, curriculum development, services to children, parent involvement, staff development, demonstration and dissemination, continuation funding, and project administration. TADS regularly publishes materials on these subjects. TADS also provides various types of assistance to professionals, agencies, and OSEP programs outside of HCEEP.

PRODUCTS AVAILABLE:

Over the past 13 years, TADS has developed many publications as part of its technical assistance services. A complete list is available from TADS.

Recent publications include: The Handicapped Children's Early Education Program Directory (1984-85 edition); Adult Education: Theory and Practice (1985), Assessment of Child Progress (1985), Time Management (1985), Benefits of Early Intervention (second edition, 1984); Evaluating Interagency Collaboration (1984); Planning for Dissemination (1983); Print (1983); Competency-based Teacher Education (1983); CBAM (1983); Mainstreaming in Early Education (1983); Affecting State Legislation for Handicapped Preschoolers (1983); Six State Collaborative Projects (1983); Analyzing Costs of Services (1982); Interagency Casebook (1982); Curricula for High-Risk and Handicapped Infants (1982); Strategies for Change (1982); Early Childhood Special Education Primer (1981); Planning for a Culturally Sensitive Program (1981); Gathering Information from Parents (1981); Special Education Mandated from Birth (1981); Serving Young Handicapped Children in Rural America (1980); Planning Services for Young Handicapped American Indian and Alaska Native Children (1980); The Young Black Exceptional Child: Providing Programs and Services (1980); Finding and Educating the High-Risk and Handicapped Infant (1980); Program Strategies for Cultural Diversity: Proceedings of the 1980 HCEEP Minority Leadership Workshop (1980); Issues in Neonatal Care (1982).

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